Course Description: 7th Grade English Language Arts--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 strategies, including text analysis, research, compare/contrast, and story analysis. The ultimate goal is to produce life-long readers who can be successful in future endeavors.

Course Philosophy: In the reading classroom, we value choice because reading is personal and creates a social and collaborative community. We value progress over perfection because reading is hard, but together, we can do hard things. We value critical thinking because reading is the foundation to create a better world and a better you. #ReadingIsLife

Course Format: The day to day operation of the classroom should follow a workshop model. This model consists of 5 parts: Read, Write, Study, Do, Share.

- Read (15 minutes) - Students independently read their self-selected novel.
- Write (5 minutes) - Students reflect on their reading, often with a teacher provided prompt.
- Study (20 minutes) - Students receive direct instruction from the teacher.
- Do (35 minutes) - Students use the instruction to create meaning.
- Share (5 minutes) - Debrief and reflect on the successes of the class.

The time frames for this model are a suggestion. At the start of a unit, the “study” portion may be longer than the “do” portion. Later in the unit, the “study” portion could be shortened and the “do” portion takes the majority of class.
Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 Weeks</td>
<td>What it Means to be a Reader</td>
<td>Topic 1: Establishing Reading Routines</td>
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<tr>
<td></td>
<td></td>
<td>Topic 2: Speaking and Listening as a Reader</td>
</tr>
<tr>
<td>8-9 Weeks</td>
<td>Elements of Literature</td>
<td>Topic 1: Literary Elements Analysis</td>
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<td>Topic 2: Story Analysis</td>
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<tr>
<td>4-5 Weeks</td>
<td>Information Literacy - Critical Thinking</td>
<td>Topic 1: Guided Gathering of Information</td>
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<td>Topic 2: Independent Gathering of Information</td>
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<td>Topic 3: Presentation of Information</td>
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<tr>
<td>4-5 Weeks</td>
<td>Text Structures</td>
<td>Topic 1: Drama Structure</td>
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<td>Topic 2: Nonfiction Structure</td>
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<td></td>
<td>Topic 3: Poetry Structure</td>
</tr>
<tr>
<td>4-5 Weeks</td>
<td>Analysis of the Argument</td>
<td>Topic 1: Analysis of Argumentative Structure</td>
</tr>
<tr>
<td>7-8 Weeks</td>
<td>Culminating Unit: What Does It Mean to Be A Reader?</td>
<td>Topic 1: Dystopian Novel Analysis</td>
</tr>
</tbody>
</table>

*This document contains the entire 7th Grade English Language Arts—Reading curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the 7th Grade SPED Resource English Language Arts—Reading class.
Curriculum Revision Tracking:

Spring 2020
- Although many components of the previous curriculum are included, this was an overall complete revision of the course.

Fall 2018
Pacing changed from “class periods” to “minutes”

Spring 2017
Unit 1:
- Overview of Unit: Explanation added as to how and why this Unit relates back to a yearly theme of “humanity.”
- Topic 2 - Engaging Experience 1: Detailed Description reworded to stress the need to provide reading material to guide creation of speeches.
- Topic 3 - Engaging Experience 1: Detailed Description reworded to stress the need to provide reading material to guide discussion.
- Engaging Scenario: Notation to see shell course in Schoology for rubric.

Unit 2:
- Overview of Unit: Explanation added as to how and why this Unit relates back to a yearly theme of “humanity.”
- Ongoing Skill Building added. Throughout this unit students should be reading fiction and nonfiction pieces that support the theme of survival.
- Topic 2: Notation added that students could utilize information from survival themed fiction readings in their research, as well.
- Engaging Scenario: Notation to see shell course in Schoology for rubric.

Unit 3:
- Overview of Unit: Explanation added as to how and why this Unit relates back to a yearly theme of “humanity.”
- Engaging Scenario: Notation to see shell course in Schoology for rubric.

Unit 4:
- Overview of Unit: Explanation added as to how and why this Unit relates back to a yearly theme of “humanity.”
- Engaging Scenario: Notation to see shell course in Schoology for rubric.

Unit 5:
- Overview of Unit: Explanation added as to how and why this Unit relates back to a yearly theme of “humanity.”
- Engaging Scenario: Notation to see shell course in Schoology for rubric.
Unit 6:
- Overview of Unit: Explanation added as to how and why this Unit relates back to a yearly theme of “humanity.”
- Engaging Scenario: Notation to see shell course in Schoology for rubric.

**Spring 2016**

Unit 1:
- Topics were rearranged
- Topic 2—Articles about communication in different careers were included in the Experience.
- Engaging Scenario was changed by removing an experience from Topic 3 and making it the Engaging Scenario.

Unit 2:
- Pacing for this unit extended to 4-5 weeks.

Unit 3:
- Compare and contrast (Dr. Seuss goes to War) moved to final Topic.
- Topic 1: POV and Char—reordered the Engaging Experiences
- Topic 2: Engaging Experience added
- Engaging Scenario: rewritten to combine 2 questions into one

Unit 4:
- Topics were rearranged: 1.) Drama, 2.) Nonfiction, 3.) Poetry
- Drama: Engaging Experience was added
- Nonfiction: Engaging Experience #2 was removed
- Pacing extended to 6-7 weeks

Unit 5:
- Overall pacing was extended
- Topic 1: time frame was extended
Subject: Reading  
Grade: 7  
Name of Unit: Communication in English Language Arts  
Length of Unit: 3-4 weeks  

Overview of Unit: In this unit students will learn how to communicate both formally and informally in the ELA classrooms. This will allow students to communicate effectively so that their ideas are understood by both peers and teacher, as well as having an ability to understand others in the classroom. The theme of this unit (and an overarching theme for this year in both Reading and Writing) is the concept of “humanity” and encouraging students to discover aspects of their humanity as well as that of others through different aspects of communication (reading, writing, and speaking & listening).

Priority Standards for unit:
- 7.RL.1.A 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.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RI.1.A 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.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C 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.

Supporting Standards for unit:
- 7.RL.1.A 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** 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 how an author develops and contrasts the points of view of different characters or narrators in a text.

- **7.RL.2.D** Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

- **7.RL.2.B** Analyze how word choice contributes to meaning and tone.

- **7.SL.1.A** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

- **7.SL.1.B** 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.

- **7.SL.1.C** Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

- **7.SL.2.A** Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

- **7.SL.2.B** Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

- **7.SL.2.C** 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.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>rules for collegial discussions and decision-making, track progress toward specific goals and deadlines</td>
<td>Follow</td>
<td>Apply</td>
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<td>Track</td>
<td>Analyze</td>
<td>2</td>
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<tr>
<td>individual roles as needed</td>
<td>Define</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>appropriate presentations based on the task, audience, and purpose including multimedia components in presentations</td>
<td>Plan</td>
<td>Create</td>
<td>3</td>
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<tr>
<td>appropriate presentations based on the task, audience, and purpose including multimedia components in presentations</td>
<td>Deliver</td>
<td>Create</td>
<td>3</td>
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<tr>
<td>claims and findings</td>
<td>Clarify</td>
<td>Analyze</td>
<td>3</td>
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<tr>
<td>significant points</td>
<td>Emphasize</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**

1. How do workshop structures and procedures empower reading and writing?
2. How should you communicate in an academic setting?
3. Why is it important to communicate effectively?

**Enduring Understanding/Big Ideas:**

1. Allowing students time to read, write, study, do, and share daily encourages deep, lifelong and sustainable practices essential to readers and writers.
2. To communicate effectively, students need to come to class prepared, follow the rules of discussions, pose questions and respond to others with relevant information.
3. It is important to communicate effectively so students’ ideas are understood, and they can understand the ideas of others.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>collaborate</td>
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<td>cooperate</td>
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<tr>
<td>multimedia</td>
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<td>relevant</td>
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</table>
### Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

**Student Presentation Using Multimedia**

- Students will create six memes explaining who they are as a reader, focusing on six different areas: Ages 0-5, Elementary School, Last Year, This Summer, Current, Future. (Students can interpret “future” as in high school or as an adult.)
- 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, “Who I was as an elementary reader.”
- Use pictures/GIFs as a gateway to teach students how to create meaning and tone.
- Once created, students will present this to the class explaining why they chose each picture and how it best represents that part of them.

**RESOURCE MODIFICATION:** Consider reducing the number of memes/slides the student must create.
Topic 1: Establishing Reading Routines

Engaging Experience 1
Title: Reading Routines
Suggested Length of Time: ongoing throughout Unit 1

Standards Addressed

Priority:
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
- 7.RL.1.A 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 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 how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

Detailed Description/Instructions: Set up a reader’s notebook; teacher/student expectations; independent reading, book selection, conferring with students, and library orientation.

SUGGESTED WORKSHOP ROUTINE: Read (15 min), Write (5 min), Study (20 min), Do (35 min), Share (5 min).

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 2: Speaking and Listening as a Reader

Engaging Experience 1
Title: Presentations vs. Group Discussions
Suggested Length of Time: 80 minutes

Standards Addressed

Priority:

- 7.RI.1.A 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.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C 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.

Supporting:

- 7.RI.2.B Analyze how word choice contributes to meaning and tone.
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.1.B 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.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C 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.
Detailed Description/Instructions:
- Students will use Level-Up Tutorials and video examples to take notes on the similarities and differences between presentation skills and group discussion dynamics.
- Next, students should practice these discussion skills to share their findings.

Bloom’s Levels: Apply, Create
Webb’s DOK: 2, 3

Engaging Experience 2
Title: Fishbowl Discussions
Suggested Length of Time: 160 minutes

Standards Addressed
Priority:
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.RL.1.A 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:
- 7.SL.1.B 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.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.RL.2.B Analyze how word choice contributes to meaning and tone.

Detailed Description/Instructions: Students will participate in two fishbowl discussions focused on graphs, charts, and informational pieces focused on how reading impacts young adults.
- Students should first read and annotate the articles to prepare their own thoughts. (Use this opportunity to set up annotations 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. The participant in round #1 should focus on this question: Why is it important for schools to provide reading time for students? The participant in round #2
should focus on this question: How could not reading (or fake reading) hurt a student?

Bloom’s Levels: Apply, Create
Webb’s DOK: 2, 3

Engaging Experience 3
Title: Socratic Seminar
Suggested Length of Time: 160 minutes
Standards Addressed

Priority:
- 7.RL.1.A 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.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Supporting:
- 7.RL.2.B Analyze how word choice contributes to meaning and tone.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

Detailed Description/Instructions: Students will participate in a Socratic seminar focused on the same graphs, charts, and informational pieces from the fishbowl.

- In addition, a narrative text will be given to students to read before the seminar that exemplifies a person whose life has been impacted by reading.
- There should be three seminars focused on these statements: #1 Reading is more important than math. #2 Reading provides opportunities for future success. #Readers are leaders. Student #1 will be the speaker on the inside of the circle. Student #2 will be seated behind Student #1, but their role will be to share ideas with the Speaker #1 by passing notes, while remaining silent. Student #3 will be seated in a circle, removed from active participants. They will evaluate the overall strengths and weaknesses of the conversation.

COLLABORATION/CO-TEACHING OPPORTUNITY with writing teacher.
Bloom’s Levels: Apply, Create
Webb’s DOK: 2, 3
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Establishing Reading Routines</td>
<td>Reading Routines</td>
<td>Set up a reader’s notebook; teacher/student expectations; independent reading, book selection, conferring with students, and library orientation. SUGGESTED WORKSHOP ROUTINE: Read (15 min), Write (5 min), Study (20 min), Do (35 min), Share (5 min).</td>
<td>Ongoing throughout Unit 1</td>
</tr>
</tbody>
</table>
| 2: Speaking and Listening as a Reader | Presentations vs. Group Discussions | ● Students will use Level-Up Tutorials and video examples to take notes on the similarities and differences between presentation skills and group discussion dynamics.  
● Next, students should practice these discussion skills to share their findings.                                                | 80 minutes               |
| 2: Speaking and Listening as a Reader | Fishbowl Discussions       | Students will participate in two fishbowl discussions focused on graphs, charts, and informational pieces focused on how reading impacts young adults.  
● Students should first read and annotate the articles to prepare their own thoughts. (Use this opportunity to set up annotations 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. The participant in round #1 should focus on this question: | 160 minutes              |
Why is it important for schools to provide reading time for students? The participant in round #2 should focus on this question: How could not reading (or fake reading) hurt a student?

| 2: Speaking and Listening as a Reader | Socratic Seminar | Students will participate in a Socratic seminar focused on the same graphs, charts, and informational pieces from the fishbowl.  
- In addition, a narrative text will be given to students to read before the seminar that exemplifies a person whose life has been impacted by reading.  
- There should be three seminars focused on these statements: #1 Reading is more important than math. #2 Reading provides opportunities for future success. #Readers are leaders. Student #1 will be the speaker on the inside of the circle. Student #2 will be seated behind Student #1, but their role will be to share ideas with the Speaker #1 by passing notes, while remaining silent. Student #3 will be seated in a circle, removed from active participants. They will evaluate the overall strengths and weaknesses of the conversation.  
COLLABORATION/CO-TEACHING OPPORTUNITY with writing teacher. | 160 minutes |
Unit 2: Elements of Literature

Subject: Reading
Grade: 7
Name of Unit: Elements of Literature
Length of Unit: 8-9 weeks

Overview of Unit: Ultimately students will learn about the importance of literature in our everyday lives by examining a variety of texts. Students will first analyze how characterization is influenced by point of view. Students will then analyze how different elements like setting and characters interact with each other. Next, students will learn how to determine the theme of a text and how it is developed. Lastly, students will compare fictional texts to actual historical events. This unit should relate to the theme of “humanity” by using literature to provide entertaining and thought-provoking avenues to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown.

Priority Standards for unit:

- 7.RL.1.A 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 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 how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
- 7.RL.3.B Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting Standards for unit:

- 7.RL.1.A 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.B 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.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed,
staged, or multimedia version, analyzing how the techniques unique to each medium
contribute to meaning.
7.RL.3.B Compare and contrast a fictional portrayal of a time, place, or character with
realistic accounts of the same subject matter.
7.RL.3.C Explain how characters and settings reflect historical and/or cultural contexts.
7.RL.3.D Read and comprehend literature, including stories, dramas, and poems,
independently and proficiently.
7.RI.3.B Compare and contrast information presented in different mediums and analyze
how the techniques unique to each medium contribute to meaning.
7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as
appropriate to task, purpose, and audience when presenting including appropriate volume
at an understandable pace.
7.SL.2.B Position body to face the audience when speaking and make eye contact with
listeners at various intervals using effective gestures to communicate a clear viewpoint.

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</thead>
<tbody>
<tr>
<td>appropriate text</td>
<td>Using</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>determine the theme(s) of a text</td>
<td>Determine</td>
<td>Apply</td>
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<tr>
<td>the relationship between the theme(s) and supporting evidence</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
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<td>Summarize</td>
<td>Understand</td>
<td>2</td>
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<td>Analyze</td>
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<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Infer</td>
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<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
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<td>Cite</td>
<td>Evaluate</td>
<td>3</td>
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<tr>
<td>analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Support</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>
how an author develops and contrasts the points of view of different characters or narrators in a text | Analyze | Analyze | 3
---|---|---|---
how the setting, characters, and plot of a text affect each other and contribute to meaning. | Analyze | Analyze | 3

**Essential Questions:**
1. Why would an author choose to communicate through fictional text?
2. Why is it important to know how an author develops a story?

**Enduring Understanding/Big Ideas:**
1. Seeing how a character handles a particular situation in fictional text, can help one to evaluate how decisions can and should be made in a real-life scenario.
2. Knowing how particular literary elements are used within a fictional story can help the reader to better understand and appreciate the characters and overall message within the story.

**Unit Vocabulary:**

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<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>cite</td>
<td>characterization</td>
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<td>summary</td>
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<td>perspective</td>
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<td>point of view</td>
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<td>setting</td>
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<td>theme</td>
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</table>
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

After completing book clubs, students will be given an assessment of the standards addressed. This can be a more traditional assessment aligned with their book or with a cold read, or a project where students express the significance of the story they’ve read in terms of the impact of the characters and/or examples of literary elements covered in this unit. This project can encompass multiple standards and formats.
**Engaging Experience 1**

**Title:** Battle of Kruger (Point of View)

**Suggested Length of Time:** 80 minutes

**Standards Addressed**

*Priority:*

- 7.RL.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

*Supporting:*

- 7.RL.1.A 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.C Interpret visual elements of a text and draw conclusions from them (when applicable).

**Detailed Description/Instruction:** After reviewing the different types of point of view, students will analyze possible points of view for a video.

- First, students are to watch “Battle at Kruger” ([https://www.youtube.com/watch?v=LU8DDYz68kM&safe=active](https://www.youtube.com/watch?v=LU8DDYz68kM&safe=active)). 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.

- After watching the video, assign students to different points of view (first person, third person objective, third person limited, third person omniscient). Students should discuss the advantages and disadvantages of having this particular point of view for the characters in the video (baby water buffalo, adult water buffalo, lion, alligator). Questions to ask: 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.

- They are to explain why their decision is the best using evidence from the text (video) and their knowledge of narrator point of view.

**Bloom’s Levels:** Analyze, Understand, Apply

**Webb’s DOK:** 2, 3
Engaging Experience 2
Title: Triangle Factory Fire (Characterization)
Suggested Length of Time: 160 minutes
Standards Addressed
Priority:
- 7.RL.1.A 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.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
Supporting:
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions: After reviewing the different types of character (dynamic, static), students are to examine different characters within a story.
- Have students read and “Uprising” found in Collections. First students should identify the point of view of the narrator and determine how that can and cannot be advantageous to the reader. What is it the reader knows because of the narrator? What does the reader not know because of the narrator?
- Create different stations for each dynamic character. At each station, have student groups discuss how each character responds to a specific event from the story. Have each group complete a statement similar to “This character feels about this event because , , .” The evidence provided for the statement should be a mixture of information stated explicitly in the text and inferences drawn from the text. Lastly, students will need to compare all character responses evaluated and make a claim as to which character would be the least qualified to be the new narrator of the story. They would need to support their claim with evidence from the story and knowledge of point of view.

Bloom’s Levels: Analyze, Understand, Apply
Webb’s DOK: 2, 3

Engaging Experience 3
Title: Scooby-Doo, Can I Learn from You? (Setting and Mood)
Suggested Length of Time: 80 minutes
Standards Addressed
Priority:
- 7.RL.1.A 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.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

Supporting:
● 7.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
● 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:
● Have students watch the following clip of Scooby-Doo chase scenes: https://www.youtube.com/watch?v=Ci1M_bbdeZE. (Other similar clips or episodes would work as well.) While watching, using a structured note sheet, have students identify settling 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?

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 4
Title: TV Land Themes
Suggested Length of Time: 80 minutes
Standards Addressed

Priority:
● 7.RL.1.A 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 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.

Supporting:
● 7.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
● 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:
● First, students will be given a written version of a variety of theme songs. They should read and annotate each in order to identify the topic for each song.
• Student groups determine which topic is most appropriate for each song. Next, students expand on the topic by explaining what the author is trying to convey about it. Finally, students should finish this stem sentence for each song: 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. Next, students are to watch the theme song of each television show.

• They are to then explain how that theme would be represented throughout the entire television show using textual evidence from the clip provided.

Bloom’s Levels: Understand, Analyze
Webb’s DOK: 3
Engaging Experience 1
Title: Dr. Seuss Goes to War (Compare and Contrast)
Suggested Length of Time: 160 minutes
Standards Addressed

Priority:
- 7.RL.1.A 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.3.B Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.

Supporting:
- 7.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 7.RL.3.C Explain how characters and settings reflect historical and/or cultural contexts.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions: First students would need background knowledge on both World War II and the Cold War. This can be achieved by watching a brief video on each war and taking notes to reference when analyzing the stories.
- Students will read two Dr. Seuss stories (The Butter Battle Book and Yertle the Turtle) and annotate each of them.
- Students will rotate to different stations that lead them through analysis of each story to draw conclusions of how they relate to historical events.
- Students will complete an exit card where they create a claim about the relationship between a Dr. Seuss fictional piece and a historical event. Students will need to support their claim with logical reasoning and relevant evidence.

Bloom’s Levels: Understand
Webb’s DOK: 2, 3

Engaging Experience 2
Title: Short Story Analysis (anchor text for Engaging Experience 3)
Suggested Length of Time: 160 minutes
Standards Addressed

Priority:
- 7.RL.1.A 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 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 how an author develops and contrasts the points of view of different characters or narrators in a text.

● 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.

● 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

● 7.RL.1.B 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.A Analyze how a text’s form or overall structure contributes to meaning.

● 7.RL.3.B Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.

Detailed Description/Instructions: Determine if you will be reading one text as a whole class or providing multiple texts for differentiated learning. Suggested titles include: “To Build a Fire” by Jack London, “The Most Dangerous Game” by Richard Connell, “The Last Leaf” by O. Henry, “He-y, C’mon Ou-t” by Shinichi Hochi found in Collections, and “Rogue Wave” by Theodore Taylor found in Collections, “If-” by Rudyard Kipling, “Still I Rise” by Maya Angelou.

● Students will read and annotate the story, looking for literary elements studied in Topic 1.

● Provide opportunities for students to discuss, collaborate, and create deeper meaning of the text. This could be in the form of a Socratic seminar, stations, or written analysis.

COLLABORATION/CO-TEACHING OPPORTUNITY with writing teacher

Bloom’s Levels: Analyze, Synthesize

Webb’s DOK: 3, 4

Engaging Experience 3

Title: Survival Themed Book Clubs

Suggested Length of Time: 400 minutes (4 weeks)

Standards Addressed

Priority:

● 7.RL.1.A 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 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 how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:

- 7.RL.1.B 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.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RL.3.B Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.

**Detailed Description/Instructions:** Determine what titles will be used that connect to the theme of SURVIVAL. Possible titles include: Peak by Roland Smith, Hatchet by Gary Paulsen, Endangered by Eliot Schrefer. Throughout this Engaging Experience, mini-lessons reviewing literary elements should be provided as needed.

- 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 in Topics 1 and 2. Other techniques to address: flashback, foreshadowing.
- Book Club groups should meet a minimum of four times and focus discussions around these essential questions:
  - Discussion #1: How can you connect with and learn from the characters in your novel? How is 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?

**Bloom’s Levels:** Analyze, Synthesize

**Webb’s DOK:** 3, 4
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literary Elements Analysis</td>
<td>Battle of Kruger (Point of View)</td>
<td>After reviewing the different types of point of view, students will analyze possible points of view for a video.</td>
<td>80 minutes</td>
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<td></td>
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<td>- First, students are to watch “Battle at Kruger” (<a href="https://www.youtube.com/watch?v=LU8DDYz68kM&amp;safe=active">https://www.youtube.com/watch?v=LU8DDYz68kM&amp;safe=active</a>). 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.</td>
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<td>- After watching the video, assign students to different points of view (first person, third person objective, third person limited, third person omniscient). Students should discuss the advantages and disadvantages of having this particular point of view for the characters in the video (baby water buffalo, adult water buffalo, lion, alligator). Questions to ask: 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.</td>
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<td>- They are to explain why their decision is the best using evidence from the text (video) and their knowledge of narrator point of view.</td>
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</table>
| Literary Elements Analysis | Triangle Factory Fire (Characterization) | After reviewing the different types of characters (dynamic, static), students are to examine different characters within a story.  
  - Have students read and “Uprising” found in Collections. First students should identify the point of view of the narrator and determine how that can and cannot be advantageous to the reader. What is it the reader knows because of the narrator? What does the reader not know because of the narrator?  
  - Create different stations for each dynamic character. At each station, have student groups discuss how each character responds to a specific event from the story. Have each group complete a statement similar to “This character feels ____ about this event because ____.” The evidence provided for the statement should be a mixture of information stated explicitly in the text and inferences drawn from the text. Lastly, students will need to compare all character responses evaluated and make a claim as to which character would be the least qualified to be the new narrator of the story. They would need to support their claim with evidence from the story and knowledge of point of view. | 160 minutes |
|-------------------------|----------------------------------------|---------------------------------|
| Literary Elements Analysis | Scooby-Doo, Can I Learn From You? (Setting and Mood) |  - Have students watch the following clip of Scooby-Doo chase scenes: [https://www.youtube.com/watch?v=Ci1M_bbdeZE](https://www.youtube.com/watch?v=Ci1M_bbdeZE). (Other similar clips or episodes would work as well.) While watching, using a structured note sheet, have students identify setting elements.  
  - Analyze the setting of each chase scene. What is the time of day? Where are they going? | 80 minutes |
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?

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<tr>
<th>Literary Elements Analysis</th>
<th>TV Land Theme</th>
<th>80 minutes</th>
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<tr>
<td>First, students will be given a written version of a variety of theme songs. They should read and annotate each in order to identify the topic for each song.</td>
<td>• Student groups determine which topic is most appropriate for each song. Next, students expand on the topic by explaining what the author is trying to convey about it. Finally, students should finish this stem sentence for each song: 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. Next, students are to watch the theme song of each television show.</td>
<td>80 minutes</td>
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<td>• They are to then explain how that theme would be represented throughout the entire television show using textual evidence from the clip provided.</td>
<td>80 minutes</td>
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<tr>
<th>Story Analysis</th>
<th>Dr. Seuss Goes to War (Compare &amp; Contrast)</th>
<th>160 minutes</th>
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<tr>
<td>First students would need background knowledge on both World War II and the Cold War. This can be achieved by watching a brief video on each war and taking notes to reference when analyzing the stories.</td>
<td>• Students will read two Dr. Seuss stories</td>
<td>160 minutes</td>
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</tbody>
</table>
| Story Analysis | Short Story Analysis (anchor text for Engaging Experience 3) | (The Butter Battle Book and Yertle the Turtle) and annotate each of them.  
- Students will rotate to different stations that lead them through analysis of each story to draw conclusions of how they relate to historical events.  
- Students will complete an exit card where they create a claim about the relationship between a Dr. Seuss fictional piece and a historical event. Students will need to support their claim with logical reasoning and relevant evidence. | 160 minutes |
|----------------|---------------------------------------------------------------|---------------------------------------------------------------|------------------|
| Story Analysis | Survival Themed Book Clubs | Determine if you will be reading one text as a whole class or providing multiple texts for differentiated learning. Suggested titles include: “To Build a Fire” by Jack London, “The Most Dangerous Game” by Richard Connell, “The Last Leaf” by O. Henry, “He-y, C’mon Ou-t” by Shinichi Hochi found in Collections, and “Rogue Wave” by Theodore Taylor found in Collections.  
- Students will read and annotate the story, looking for literary elements studied in Topic 1.  
- Provide opportunities for students to discuss, collaborate, and create deeper meaning of the text. This could be in the form of a Socratic seminar, stations, or written analysis.  
COLLABORATION/CO-TEACHING OPPORTUNITY with writing teacher | 400 minutes (4 weeks) |
provided as needed.

- 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 in Topics 1 and 2. Other techniques to address: flashback, foreshadowing.
- Book Club groups should meet a minimum of four times and focus discussions around these essential questions:
  - Discussion #1: How can you connect with and learn from the characters in your novel? How is 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?
Unit 3: Information Literacy - Critical Thinking

Subject: Reading
Grade: 7
Name of Unit: Information Literacy - Research and Critical Thinking
Length of Unit: 4-5 weeks

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. To tie this back into the theme of “humanity,” students will explore how the ability to research and communicate through reading helps to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown. This will be further supported by having student simultaneously participating lit circles focused on survival.

Priority Standards for unit:
- 7.RI.1.A 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.D 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.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and

Supporting Standards for unit:
- 7.RI.1.B 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.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7.RI.2.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and
distinguishes it from those of others.

- 7.RI.2.C Analyze how word choice contributes to meaning and tone.
- 7.RI.2.D 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.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RI.3.B Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
- 7.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 7.RI.3.D Read and comprehend informational text independently and proficiently.
- 7.SL.1.C Acknowledge new information expressed by others, including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Draw</td>
<td>Analyze</td>
<td>3</td>
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<tr>
<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Infer</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Cite</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>Support</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>the central/main idea(s) of a text</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the relationship between the central idea(s) and supporting evidence</td>
<td>Explain</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>the text distinct from personal opinions.</td>
<td>Summarize</td>
<td>Understand</td>
<td>2</td>
</tr>
</tbody>
</table>
research to answer a question  Conduct  Apply  3
relevant sources, print and digital;  Gather  Apply  3
information using a standard citation system.  Integrate  Apply  3
relevant information from multiple print and digital sources,  Gather  Apply  3
search terms effectively;  Use  Apply  3
the credibility and accuracy of each source  Assess  Evaluate  3
the data and conclusions of others  Quote  Apply  2
the data and conclusions of others  Paraphrase  Apply  3
plagiarism  Avoid  Apply  2
a standard format for citation  Follow  Apply  2

**Essential Questions:**
1. How do you find information to support a given topic?
2. Why do you need to determine if the information is credible and relevant?
3. How do you know if information is credible and relevant?

**Enduring Understanding/Big Ideas:**
1. To successfully find information, you must use appropriate search terms to locate information from a variety of print and digital resources.
2. Credible and relevant information is necessary to make informed, realistic, and safe decisions.
3. You can recognize credible and relevant information by evaluating the author and source

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>credible</td>
<td>citation (cite)</td>
</tr>
<tr>
<td>digital sources</td>
<td>paraphrase</td>
</tr>
<tr>
<td>evidence</td>
<td>plagiarism</td>
</tr>
<tr>
<td>irrelevant</td>
<td></td>
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<tr>
<td>print sources</td>
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<td>quote</td>
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<td>relevant</td>
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<tr>
<td>reliable</td>
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<td>search terms</td>
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Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

- Student-chosen groups (determined after Topic 1) select a random scenario from a predetermined list. Each scenario would include a tragedy, location, and available resources.
  - 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 are 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 they would survive this tragedy. Suggested presentation would be a website/blog explaining how they survived, thus applying what they learned during their research.
- Student presentations would need to include credible, reliable sources.
Topic 1: Guided Gathering of Information

Engaging Experience 1
Title: Credible and Reliable Sources
Suggested Length of Time: 80-160 minutes

Standards Addressed

Priority:
- 7.RI.1.A 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.D 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.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting:
- 7.RI.1.B 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.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7.RI.2.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.2.C Analyze how word choice contributes to meaning and tone.
- 7.RI.2.D 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.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RI.3.B Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
- 7.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 7.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Prior to this Engaging Experience, students should learn the CRAAP acronym as a tool to help with gathering credible and reliable sources.
• Students should read a minimum of 3-5 nonfiction articles: at least one addressing survival and at least one questionable or “poor” source.

• With teacher guidance, students are to read each article looking for key events that demonstrate successful survival strategies. Additionally, students should examine the source of the article to determine its credibility.

**RESOURCE MODIFICATION:** Consider modifying the number of nonfiction articles to 2-3.

**Bloom’s Levels:** Analyze, Evaluate

**Webb’s DOK:** 2, 3

**Engaging Experience 2**

**Title:** Paraphrasing, Summarizing and Citing

**Suggested Length of Time:** 80-160 minutes

**Standards Addressed**

**Priority:**

• 7.RI.1.A 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.D 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.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Supporting:**

• 7.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

• 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

**Detailed Description/Instructions:**

• Using the credible and reliable sources from Engaging Experience 1, guide students through taking paraphrased notes with a provided structure, and then summarizing those notes.

• Additionally, show students how to cite the information in preparation for using the information in the Engaging Scenario.

**Bloom’s Levels:** Analyze, Evaluate

**Webb’s DOK:** 2, 3
**Engaging Experience 1**

**Title:** Knowing Your Location

**Suggested Length of Time:** 400 minutes (2 weeks)

**Standards Addressed**

*Priority:*

- 7.RI.1.A 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.D 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.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

*Supporting:*

- 7.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7.RI.2.A Analyze how a text's organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.2.C Analyze how word choice contributes to meaning and tone.
- 7.RI.2.D 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.A Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RI.3.B Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
- 7.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 7.RI.3.D Read and comprehend informational text independently and proficiently.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

**Detailed Description/Instructions:**

- Mini-lesson addressing research skills as needed.
- After choosing a survival experience, 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 will need to find information about the region in which the tragedy has taken place. Students will need to prove that their chosen sources are credible and will need to cite their sources on a Works Cited page using MLA format. (This is information that will be taught directly in ELA Writing.) Students should also be given a note taking device to gather evidence to support their survival plan. The teacher should help guide each student with analyzing the articles used.

COLLABORATION/CO-TEACHING OPPORTUNITY with writing teacher. During this time in ELA students will be creating a small research project of their choice.

Bloom’s Levels: Understand, Evaluate, Analyze, Apply
Webb’s DOK: 3
**Engaging Experience 1**

**Title:** How I Survived

**Suggested Length of Time:** 160 minutes

**Standards Addressed**

*Priority:*

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- 7.SL.2.C 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.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

*Supporting:*

- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

- 7.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

**Detailed Description/Instructions:**

- Mini-lesson addressing research skills as needed.

- After gathering a sufficient amount of evidence, students are to create a presentation for their peers that will explain how they survived their given scenario. Within the presentation students should include parenthetical documentation and a full Works Cited page MLA format. Additionally, all information included in the presentation should be relevant to the topic.

COLLABORATION/CO-TEACHING OPPORTUNITY with writing teacher. During this time in ELA students will be creating a small research project of their choice.

NOTE: This project also provides an opportunity for students to share their findings with the real world via a blog or other online communication.

**Bloom’s Levels:** Understand, Apply

**Webb’s DOK:** 3, 4
# Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1: Guided Gathering of Information | Credible and Reliable Sources | Prior to this Engaging Experience, students should learn the CRAAP acronym as a tool to help with gathering credible and reliable sources.  
- Students should read a minimum of 3-5 nonfiction articles: at least one addressing survival and at least one questionable or “poor” source.  
- With teacher guidance, students are to read each article looking for key events that demonstrate successful survival strategies. Additionally, students should examine the source of the article to determine its credibility. | 80-160 minutes |
| 1: Guided Gathering of Information | Paraphrasing, Summarizing and Citing | Using the credible and reliable sources from Engaging Experience 1, guide students through taking paraphrased notes with a provided structure, and then summarizing those notes.  
- Additionally, show students how to cite the information in preparation for using the information in the Engaging Scenario. | 80-160 minutes |
| 2: Independent Gathering of Information | Knowing Your Location |  
- Mini-lesson addressing research skills as needed.  
- After choosing a survival experience, as referenced in the Engaging Scenario, students should research information about their chosen region (climate, | 400 minutes (2 weeks) |
natural disasters, terrain, natural resources, etc.) to determine the best means of survival. Students will need to find information about the region in which the tragedy has taken place. Students will need to prove that their chosen sources are credible and will need to cite their sources on a Works Cited page using MLA format. (This is information that will be taught directly in ELA Writing.) Students should also be given a note taking device to gather evidence to support their survival plan. The teacher should help guide each student with analyzing the articles used.

**COLLABORATION/CO-TEACHING OPPORTUNITY** with writing teacher. During this time in ELA students will be creating a small research project of their choice.

<table>
<thead>
<tr>
<th>3: Presentation of Information</th>
<th>How I Survived</th>
<th>160 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Mini-lesson addressing research skills as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● After gathering a sufficient amount of evidence, students are to create a presentation for their peers that will explain how they survived their given scenario. Within the presentation students should include parenthetical documentation and a full Works Cited page MLA format. Additionally, all information included in the presentation should be relevant to the topic.</td>
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</tr>
</tbody>
</table>

**COLLABORATION/CO-TEACHING OPPORTUNITY** with writing teacher. During this time in ELA students will be creating a small research project of their choice.

**NOTE:** This project also provides an opportunity for students to share their findings with the real world via a blog or other online communication.
# Unit 4: Text Structures

**Subject:** Reading  
**Grade:** 7  
**Name of Unit:** Text Structures  
**Length of Unit:** 4-5 weeks  

**Overview of Unit:** Students will learn how to analyze the different structures of writing, focusing on nonfiction articles, drama, and poetry (songs). Students will then take their knowledge of these structures to examine the topic of beauty. They will discover how different types of writing address this topic differently. This unit should relate to the theme of “humanity” by using literature to provide entertaining and thought-provoking avenues to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown. *NOTE: During Unit #4, the ELA writing teachers will be covering poetry, word choice, and figurative language in depth.*

**Priority Standards for unit:**
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RI.2.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.2.C Analyze how specific word choices contribute to meaning and tone.

**Supporting Standards for unit:**
- 7.RL.1.B 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.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.3.B Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
<table>
<thead>
<tr>
<th>Unwrapped Concepts</th>
<th>Unwrapped Skills Students need to be able to do</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>how a text’s form or overall structure contributes to meaning</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
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<tr>
<td>how a text’s organization or overall structure contributes to meaning</td>
<td>Analyze</td>
<td>Analyze</td>
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<tr>
<td>how specific word choices contribute to meaning and tone</td>
<td>Analyze</td>
<td>Analyze</td>
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</table>

**Essential Questions:**
1. Why is it necessary to understand the structure of a piece of writing?
2. How does the structure of a piece of writing affect the reader’s experience with the text?

**Enduring Understanding/Big Ideas:**
1. Different structures appeal to different methods of readers’ understanding.
2. Understanding the structure of a text helps one to understand the author’s purpose.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>structure</td>
<td>alliteration</td>
</tr>
<tr>
<td>analyze</td>
<td>cause and effect</td>
</tr>
<tr>
<td>multimedia</td>
<td>compare and contrast</td>
</tr>
<tr>
<td>medium</td>
<td>drama</td>
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<td></td>
<td>figurative meaning/figurative language</td>
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<td></td>
<td>hyperbole</td>
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<td>idiom</td>
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<td>imagery</td>
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<td></td>
<td>metaphor</td>
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<td></td>
<td>paragraph</td>
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<td></td>
<td>poem</td>
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<td></td>
<td>problem solution</td>
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<tr>
<td></td>
<td>repetition</td>
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<td></td>
<td>rhyme</td>
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<td></td>
<td>sequential/chronological</td>
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<tr>
<td></td>
<td>simile</td>
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<td></td>
<td>stanza</td>
</tr>
</tbody>
</table>
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Student will create a collection of texts related to a theme that they envision for their future. For example, *acting responsibly will lead to success in my life* or *hard work will lead to happiness*.

- Students may select their own concept. (Teacher may wish to provide a list.)
- Students will need to find a minimum of five pieces that represent at least two structures (poetry, nonfiction article, song lyrics, drama script) they feel best represent their theme.
- They should write one paragraph explaining why each piece captures the concept, focusing on structures used (word choice, figurative language, repetition, organizational pattern, stage direction, etc.).
- Lastly, on the due date, students will be randomly assigned a nonfiction text structure in which they will need to write 1 paragraph on their concept and its impact on the world around this. (Think of this as the “writing on demand” or timed writing piece of this final project.)
- **COLLABORATION/CO-TEACHING OPPORTUNITY** with writing teacher
  Students will write 1-2 paragraphs, a poem or a drama on the concept using the text structure of their choosing.
Topic 1: Drama Structure

Engaging Experience 1
Title: What’s with all the Drama?
Suggested Length of Time: 160 minutes

Standards Addressed
Priority:
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RI.2.A Analyze how a text’s organization or overall structure contributes to meaning.

Supporting:
- 7.RL.3.B Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:
- 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. Suggested text: “Sorry, Wrong Number” found in Collections.

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 2
Title: Bringing the Script to Life
Suggested Length of Time: 80 minutes

Standards Addressed
Priority:
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RI.2.A Analyze how a text’s organization or overall structure contributes to meaning.

Supporting:
- 7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.3.B Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems,
independently and proficiently.

**Detailed Description/Instructions:**

- 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 comparing it to the filmed version. For a wide variety of scripts go to [www.jmsdb.com](http://www.jmsdb.com) or [www.simplyscripts.com](http://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.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1
Title: What is the Author Doing?
Suggested Length of Time: 160-240 minutes

Standards Addressed

 Priority:

- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RI.2.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

Supporting:

- 7.RL.3.B Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:

- Provide students with a structured note sheet that goes over the different organizational patterns of nonfiction texts (sequential, chronological, compare/contrast, problem/solution, cause and effect). Focus should be on transitional words and signal phrases.
- Students will be given several articles that focus on the basic structures of nonfiction writing. Students should read and annotate looking for the overall structures of the article, as well, focusing on how each paragraph ties back to the introduction/thesis, and the conclusion provides a final, summarizing thought. After reading, students can discuss their findings in a Socratic seminar format. NOTE: Using themed articles would be beneficial, but not necessary.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Experience 1

Title: The Power of a Song

Suggested Length of Time: 160-240 minutes

Standards Addressed

Priority:
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RI.2.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:
- 7.RL.1.B 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.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Detailed Description/Instructions:

- 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.) Figurative language should also be reviewed. NOTE: Students will be studying the use of figurative language in depth in the ELA writing classroom.
- 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 powerful word/phrase within the song. They should be able to explain why this word/phrase is the most powerful within the song.

RESOURCE MODIFICATION: Consider having students complete this as a class rather than at stations. Focus on figurative language as you work with students.

Bloom’s Levels: Analyze
Webb’s DOK: 3
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Structure</td>
<td>What’s with all the Drama?</td>
<td>● Provide students with a guided note-taking experience that covers the specific parts to a drama (e.g., scene, stage directions, dialogue, narration).&lt;br&gt;● 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. Suggested text: “Sorry, Wrong Number” found in Collections.</td>
<td>160 minutes</td>
</tr>
<tr>
<td>Drama Structure</td>
<td>Bringing the Script to Life</td>
<td>● 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.&lt;br&gt;● Students will read one or two scenes of a movie or TV show script and comparing it to the filmed version. For a wide variety of scripts go to <a href="http://www.imsdb.com">www.imsdb.com</a> or <a href="http://www.simplyscripts.com">www.simplyscripts.com</a>. 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.</td>
<td>80 minutes</td>
</tr>
<tr>
<td>Nonfiction Structure</td>
<td>What is the Author Doing?</td>
<td>● Provide students with a structured note sheet that goes over the different organizational patterns of nonfiction texts (sequential, chronological, compare/contrast, problem/solution, cause and effect). Focus should be on transitional words and signal</td>
<td>160-240 minutes</td>
</tr>
</tbody>
</table>
- Students will be given several articles that focus on the basic structures of nonfiction writing. Students should read and annotate looking for the overall structures of the article, as well, focusing on how each paragraph ties back to the introduction/thesis, and the conclusion provides a final, summarizing thought. After reading, students can discuss their findings in a Socratic seminar format. NOTE: Using themed articles would be beneficial, but not necessary.

<table>
<thead>
<tr>
<th>Poetry Structure</th>
<th>The Power of a Song</th>
<th>160-240 minutes</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td>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.) Figurative language should also be reviewed. NOTE: Students will be studying the use of figurative language in depth in the ELA writing classroom.</td>
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<tr>
<td></td>
<td>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.</td>
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</table>
Unit 5: Analysis of the Argument

Subject: Reading
Grade: 7
Name of Unit: Analysis of the Argument
Length of Unit: 4-5 weeks

Overview of Unit: Students will first analyze the argument of multiple provided articles. They will then focus on their own topic and work to create an argument for both sides of the topic. Both arguments will be shared visually in a gallery walk. To tie this back into the theme of “humanity”, students will explore their own rights as students by exploring a variety of texts and creating their own argumentative piece focused on issues directly related to them.

Priority Standards for unit:
- 7.RI.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 7.SL.1.B 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.1.A 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 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.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7.RI.1.D 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.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.2.C Analyze how word choice contributes to meaning and tone.
- 7.RI.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 7.RI.3.B Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
- 7.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 7.RI.3.D Read and comprehend informational text independently and proficiently.
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.
- 7.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C 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.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>an author’s argument</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</td>
<td>Assess</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>a speaker’s argument and claims</td>
<td>Delineate</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>reasoning in order to pose questions</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>elicit elaboration and respond to others; with relevant observations and ideas that bring the discussion back on topic as needed</td>
<td>Elicit</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>with relevant observations and ideas that bring the discussion back on topic as needed</td>
<td>Question</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Comment</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. Why is it important to know how an argument is structured?
2. Why should an argument have sound and relevant support?

**Enduring Understanding/Big Ideas:**
1. It is important to know how an argument is structured so one can differentiate fact from opinion, understand relevant information, and make one’s own opinions better supported.
2. An argument should have sound and relevant support because one’s opinion is only as strong as the evidence given to support it.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>trace, evaluate, argument, irrelevant, opposing, reasoning, relevant</td>
<td>claim, evidence, warrant</td>
</tr>
</tbody>
</table>
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

**Option A: Traditional Debate**
- OPPORTUNITY FOR COLLABORATION with your ELA Writing teacher.
- 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.

**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.
**Engaging Experience 1**

**Title:** What is the purpose of argument?

**Suggested Length of Time:** 80 minutes

**Standards Addressed**

*Priority:*
- 7.SL.1.B 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:*
- 7.RI.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Detailed Description/Instructions:**

- Students will read two different argumentative pieces. For example: Labels & Illusions or Is space exploration worth the cost? (Collections Texts). 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. Identify multiple claims from the text and rank them in order of their strength of support.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 2, 3

**Engaging Experience 2**

**Title:** One Topic - Two Arguments

**Suggested Length of Time:** 80-160 minutes

**Standards Addressed**

*Priority:*
- 7.RL.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 7.SL.1.B 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:*
- 7.RI.1.A 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 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.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).
- 7.RI.1.D 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.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.2.C Analyze how word choice contributes to meaning and tone.
- 7.RI.3.B Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.
- 7.RI.3.C Explain how the text reflects historical and/or cultural contexts.
- 7.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions:

- Students will be given two arguments addressing the same topic. (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.)
Bloom’s Levels: Evaluate, Analyze, Understand
Webb’s DOK: 2, 3
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
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</table>
| Analysis of the Argumentative Structure | What is the purpose of argument? | ● Students will read two different argumentative pieces. For example: Labels & Illusions or Is space exploration worth the cost? (Collections Texts). 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. Identify multiple claims from the text and rank them in order of their strength of support. | 80 minutes |
| Analysis of the Argumentative Structure | One Topic - Two Arguments | ● Students will be given two arguments addressing the same topic. (Suggested source: [www.procon.org](http://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.) | 80-160 minutes |
Unit 6: Culminating Unit: What Does It Mean to Be a Reader?

Subject: Reading
Grade: 7
Name of Unit: Culminating Unit: What Does It Mean to Be a Reader?
Length of Unit: 7-8 weeks

Overview of Unit: Students will select a minimum of 2 dystopian novels 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. To connect with the theme of “humanity”, students will explore how different aspects of countries (both real-world and dystopian) impact the human condition.

Priority Standards for unit:
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting Standards for unit:
- 7.RL.1.A 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.C 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.RL.1.D 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.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RL.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
- 7.RI.1.A 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.2.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility.
and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- **7.SL.1.A** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- **7.SL.1.B** 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.
- **7.SL.2.C** 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.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>literature, including stories, dramas, and poems, independently and proficiently</td>
<td>Read</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>literature, including stories, dramas, and poems, independently and proficiently</td>
<td>Comprehend</td>
<td>Understand</td>
<td>4</td>
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</tbody>
</table>

**Essential Questions:**

1. How does language influence the world?
2. How do the universal truths discovered by characters in dystopian novels influence and connect to me?

**Enduring Understanding/Big Ideas:**

1. Language influences the world because of its ability to create images, inspire emotional responses, shift thinking, and draw people together in pursuit of a common goal. Language surrounds us every day and our thoughts, actions, behaviors, and feelings are largely dictated by the words we see and hear.
2. Universal truths, such as fighting for justice, self-discovery, the value of truth, etc., discovered by characters in novels influence the thinking of the audience by immersing the reader in the struggles of the characters and allowing the lessons learned by the characters to be learned by the audience as well. By examining characters in novels, we learn more about ourselves and can choose to alter our own beliefs based on what has been learned.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>see Unit 1-5</td>
<td>see Unit 1-5</td>
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Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will create a final project, guided by their own learning styles, that answers all three of the essential questions for the unit. Students have complete autonomy in what they create as long as they demonstrate a thorough understanding of the essential questions and all learning connects back to the dystopian novels read during the quarter.

INTERDISCIPLINARY OPPORTUNITY: This entire Engaging Scenario is interdisciplinary in nature with ELA Writing and Social Studies, as they will be completing portions of a Create Your Own Country Unit and the dystopian novels can be analyzed in order to help students understand why each society failed and what they need to do differently in their own country. However, if you choose to work independently, very little will need to be modified.
**Topic 1: Dystopian Novel Analysis**

**RESOURCE MODIFICATION:** Consider if this theme is appropriate for your students. Substitute a different genre if necessary.

**NOTE:** Each experience in this unit is a steppingstone 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 is designed for students to read more than one dystopian novel.
  - Book Trailers & Author Interviews - Before beginning, trailers may be helpful to show students before they select their first novel. Author interviews can also be used in helping students determine why authors made the choices they did in their novels, further deepening their analysis of their novels!

- **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)** - 
  https://drive.google.com/folderview?id=0B-EYDmNL-Pcffmw4Nm8tbzlTHZqaXdsRjd1ZGpMSFA1bDFUU0J2aHlwaHBpLXB5WEl1UTA&usp=sharing

- **Experience 1 must happen first. Experience 2 is ongoing and should 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!

  - Additional projects, ideas, and stations can be found by visiting this link:
    https://docs.google.com/document/d/1YJWQcQcnAitZS3wmLrbw8KGEli0gVdZFspwhLWPtyM/edit?usp=sharing

**Engaging Experience 1**

**Title:** Note Taking Booklet & What is a Dystopia?

**Suggested Length of Time:** 80 minutes to create and then continuously used throughout the unit

**Standards Addressed**

**Priority:**

- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
Supporting:

- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.2.C 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.

Detailed Description/Instructions:

During the entire unit, students will be utilizing a journal to answer questions, record thoughts, reflect on specific questions, and analyze various portions of the novel and related materials. The goal is to use the journal to monitor student thinking. This could be done in any way you see fit, but some general guidelines include:

- room for about 10 pages (5 sheets of paper, folded in ½, and stapled together)
- headings for a majority of the pages to keep students organized
  
  - Example: [link]

Pose the question to students: What is a dystopia? Allow students to research in groups and come up with their own working answer. Based on student answers, present the list of characteristics below and have students compare their answers to the list. Ask students to create a chart as a group to determine what real-world examples and fictional examples (what students have read and watch) meet those criteria. The goal of this is to get students thinking about how many aspects of dystopias are not so unrealistic and have more implications than just providing entertaining reading.

- Dystopian characteristics
  
  - An imaginary/futuristic setting in a world of extremes
  - A powerful oppressor
  - Specific idea or ideas that are being criticized
  - Dehumanization of society
  - Decay of morals and values
  - Distorted concept of humanity
  - Concept of reality is questioned

Bloom’s Levels: Apply, Analyze

Webb’s DOK: 2, 3
Engaging Experience 2
Title: Dystopian Book Clubs
Suggested Length of Time: 20 minutes, revisited weekly

Priority:
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.1.B 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.

Detailed Description/Instructions:
Students should have several opportunities to discuss their novels with other students. This can be accomplished through homogeneous book discussions, heterogeneous book discussions, online discussions, etc. This discussion should be student led to clarify and deepen understanding. Students should reference their notetaking booklets and products that will be created in Engaging Experiences 3A-3I.

Engaging Experience 3A
Title: Analysis of Figurative Language
Suggested Length of Time: 40 minutes

Standards Addressed

Priority:
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
- 7.RL.1.A 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.2.C Analyze how specific word choices contribute to meaning and tone.

Detailed Description/Instructions: 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”.

- Example Lesson - [https://docs.google.com/document/d/1QT6omQ30RfZpRJluZ-Qb_n1aGSATGcSBcvJA9VHZIrw/edit?usp=sharing](https://docs.google.com/document/d/1QT6omQ30RfZpRJluZ-Qb_n1aGSATGcSBcvJA9VHZIrw/edit?usp=sharing)

Bloom’s Levels: Apply, Analyze; Webb’s DOK: 3
Engaging Experience 3B
Title: Mood Timeline
Suggested Length of Time: 40 minutes
Standards Addressed
  Priority:
  ● 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
  Supporting:
  ● 7.RL.1.A 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 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.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Detailed Description/Instructions: 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.
https://docs.google.com/presentation/d/11z1zCFD_x1Y8IDDB0Bz8SUHvrik60RvmfRkZHkOl8/edit?usp=sharing
Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 3C
Title: Character Decision Map
Suggested Length of Time: 40 minutes
Standards Addressed
  Priority:
  ● 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
  Supporting:
  ● 7.RL.1.A 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.2.A Analyze how a text’s form or overall structure contributes to meaning.
● 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Detailed Description/Instructions: 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).
https://docs.google.com/document/d/1KOdzWw7z0IJXqZ0fQyeZJlL0sEpIqjur0eF0ykMc2x0/edit?usp=sharing

Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 3D
Title: Setting Analysis
Suggested Length of Time: 40 minutes
Standards Addressed

Priority:
● 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

Supporting:
● 7.RL.1.A 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.2.A Analyze how a text’s form or overall structure contributes to meaning.
● 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Detailed Description/Instructions: Students will create a graphic or organizer to analyze the setting of their novel and the impact that setting has on the characters. Here is one example of a possible graphic organizer: https://docs.google.com/document/d/1Qa1oXq7sx1nIFNlg9qGtuqLWGSnN8E0T06TVf1XC8/edit?usp=sharing

Bloom’s Levels: Analyze
Webb’s DOK: 3
**Engaging Experience 3E**

**Title:** Assessing the Impact of Leadership Decisions  
**Suggested Length of Time:** 40 minutes  
**Standards Addressed**

**Priority:**
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Supporting:**
- 7.RL.1.A 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.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Detailed Description/Instructions:** 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.

[Link to graphic organizer](https://docs.google.com/document/d/1Ss5lKdOnj9GSXpAkAFxO80A-Z-DgxvQbnJxY3Wq0M/edit?usp=sharing)

**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 3

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**Engaging Experience 3F**

**Title:** Character Symbolism  
**Suggested Length of Time:** 40 minutes  
**Standards Addressed**

**Priority:**
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Supporting:**
- 7.RL.1.A 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.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Detailed Description/Instructions:** 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.
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!

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3

### Engaging Experience 3G

**Title:** Responsibility Pie Chart

**Suggested Length of Time:** 40 minutes

**Standards Addressed**

- **Priority:**
  - 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

- **Supporting:**
  - 7.RL.1.A 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.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Detailed Description/Instructions:** 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.

**Bloom’s Levels:** Evaluate

**Webb’s DOK:** 3

### Engaging Experience 3H

**Title:** Nonfiction Connections

**Suggested Length of Time:** 160 minutes

**Standards Addressed**

- **Priority:**
  - 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

- **Supporting:**
  - 7.RL.2.D Evaluate an author’s argument, assessing whether the reasoning is
sound and the evidence is relevant and sufficient to support the claims.

- 7.RL.2.A Analyze how a text’s organization or overall structure contributes to meaning.
- 7.SL.1.B 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.

**Detailed Description/Instructions:** 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.

**Bloom’s Levels:** Apply, Analyze

**Webb’s DOK:** 2, 3

**Engaging Experience 31**

**Title:** Poetry and Short Story Connections

**Suggested Length of Time:** 160 minutes

**Standards Addressed**

**Priority:**

- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.

**Supporting:**

- 7.RL.1.A 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.2.A Analyze how a text’s form or overall structure contributes to meaning.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

**Detailed Description/Instructions:** 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.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 4
Title: What are the Implications?
Suggested Length of Time: 40 minutes
Standards Addressed
  Priority:
  • 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
  Supporting:
  • 7.RL.1.A 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.C 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.RL.1.D 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.A Analyze how a text’s form or overall structure contributes to meaning.
Detailed Description/Instructions: After students have completed one or more novels, have them complete the attached graphic organizer to determine the implications of the novel. How is the author challenging their thinking? What are they supposed to learn?
https://docs.google.com/drawings/d/1gPHF86cCaMkY3v7Eli-Gf-g_QDBXEcWEiQDGBlf4R9Y/edit?usp=sharing
Bloom’s Levels: Apply, Analyze
Webb’s DOK: 2, 3
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
</table>
| 1: Dystopian Novel Analysis | Note Taking Booklet & What is a Dystopia? | During the entire unit, students will be utilizing a journal to answer questions, record thoughts, reflect on specific questions, and analyze various portions of the novel and related materials. The goal is to use the journal to monitor student thinking. This could be done in any way you see fit, but some general guidelines include:  
  - room for about 10 pages (5 sheets of paper, folded in 1/2, and stapled together)  
  - headings for a majority of the pages to keep students organized  
    - Example: https://docs.google.com/document/d/1x16DY2r4EQA_tHhEKi2rgKtE9vVCSXrwprZtYtleEsM/edit?usp=sharing  
  Pose the question to students: What is a dystopia? Allow students to research in groups and come up with their own working answer. Based on student answers, present the list of characteristics below and have students compare their answers to the list. Ask students to create a chart as a group to determine what real-world examples and fictional examples (what students have read and watch) meet those criteria. The goal of this is to get students thinking about how many aspects of dystopias are not so unrealistic and have more implications than just providing entertaining reading.  
  - Dystopian characteristics  
    - An imaginary/futuristic setting in a world of extremes  
    - A powerful oppressor  
    - Specific idea or ideas that are being | 80 minutes |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
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<tbody>
<tr>
<td>1: Dystopian Novel Analysis</td>
<td>Dystopian Book Clubs</td>
<td>Students should have several opportunities to discuss their novels with other students. This can be accomplished through homogeneous book discussions, heterogeneous book discussions, online discussions, etc. This discussion should be student led to clarify and deepen understanding. Students should reference their notetaking booklets and products that will be created in Engaging Experiences 3A-3I.</td>
<td>20 minutes, repeated weekly</td>
</tr>
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</table>
| 1: Dystopian Novel Analysis | 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”.  
- Example Lesson - [https://docs.google.com/document/d/1QT6omQ30RfZpRJluZ-Qb_n1aGSATGcSBcvJA9VHZJrw/edit?usp=sharing](https://docs.google.com/document/d/1QT6omQ30RfZpRJluZ-Qb_n1aGSATGcSBcvJA9VHZJrw/edit?usp=sharing) | 40 minutes |
<p>| 1: Dystopian Novel Analysis | 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. <a href="https://docs.google.com/presentation/d/11z1zCFD_">https://docs.google.com/presentation/d/11z1zCFD_</a> | 40 minutes |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Dystopian Novel Analysis</th>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:</td>
<td>Dystopian Novel Analysis</td>
<td>Character Decision Map</td>
<td>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). <a href="https://docs.google.com/document/d/1KOdzWw7z0JXqZ0fQveZJiLL0sEpIqjur0eF0ykMc2x0/edit?usp=sharing">https://docs.google.com/document/d/1KOdzWw7z0JXqZ0fQveZJiLL0sEpIqjur0eF0ykMc2x0/edit?usp=sharing</a></td>
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<tr>
<td>1:</td>
<td>Dystopian Novel Analysis</td>
<td>Setting Analysis</td>
<td>Students will create a graphic organizer to analyze the setting of their novel and the impact that setting has on the characters. Here is one example of a possible graphic organizer: <a href="https://docs.google.com/document/d/1Qa1oXq7sxIunal-FNLg9qGtuqLWGSnN8E0T06TVf1XC8/edit?usp=sharing">https://docs.google.com/document/d/1Qa1oXq7sxIunal-FNLg9qGtuqLWGSnN8E0T06TVf1XC8/edit?usp=sharing</a></td>
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<tr>
<td>1:</td>
<td>Dystopian Novel Analysis</td>
<td>Assessing the Impact of Leadership Decisions</td>
<td>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. <a href="https://docs.google.com/document/d/1Ss5lKdOnj9GStpakAFxO80A-Z-DgsvQbnJxVY3Wqi0M/edit?usp=sharing">https://docs.google.com/document/d/1Ss5lKdOnj9GStpakAFxO80A-Z-DgsvQbnJxVY3Wqi0M/edit?usp=sharing</a></td>
</tr>
<tr>
<td>1:</td>
<td>Dystopian Novel Analysis</td>
<td>Character Symbolism</td>
<td>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 <a href="https://docs.google.com/document/d/1KOdzWw7z0JXqZ0fQveZJiLL0sEpIqjur0eF0ykMc2x0/edit?usp=sharing">https://docs.google.com/document/d/1KOdzWw7z0JXqZ0fQveZJiLL0sEpIqjur0eF0ykMc2x0/edit?usp=sharing</a></td>
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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!

<table>
<thead>
<tr>
<th>1: Dystopian Novel Analysis</th>
<th>Responsibility Pie Chart</th>
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<tr>
<td></td>
<td>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.</td>
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<td>40 minutes</td>
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<tr>
<th>1: Dystopian Novel Analysis</th>
<th>Nonfiction Connections</th>
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<td>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.</td>
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<td>160 minutes</td>
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<tr>
<th>1: Dystopian Novel Analysis</th>
<th>Poetry and Short Story Connections</th>
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<td>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</td>
</tr>
<tr>
<td></td>
<td>160 minutes</td>
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<tr>
<td>1: Dystopian Novel Analysis</td>
<td>What are the Implications?</td>
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</tbody>
</table>
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.