



Middle School 7th Grade English Language Arts--Reading Curriculum

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.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
	Communication in ELA	Topic 1: Communicating in a Professional Setting Topic 2: Rules of a Conversation & Group Dynamics Topic 3: Presentation Techniques
	Information Literacy-- Critical Thinking	Topic 1: Text Analysis Topic 2: Research Topic 3: Presentation of Information
	Elements of Literature	Topic 1: Compare and Contrast Topic 2: Point of View and Characterization Topic 3: Story Analysis Topic 4: Theme and Central Idea
	Text Structures	Topic 1: Nonfiction Structure Topic 2: Drama Structure Topic 3: Poetry Structure
	Analysis of the Argument	Topic 1: Analysis of Structure-- Problem/Solution
	Culminating Unit: What Does It Mean to Be A Reader?	Topic 1: Dystopian Novel Analysis

Unit 1: Communication in ELA

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.

Priority Standards for unit:

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.1.7.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.
- Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. (SL.2.7.B)

Supporting Standards for unit:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)
- 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. (SL.7.2.C)
- Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.3.7.A.E)

- Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. (SL.7.1.C)
- 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. (SL.7.2.A)
- 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. (RLT.1.7.B, RIT.1.7.B)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Collaborative Discussions	Engage	Apply	3
Upon Other's Ideas	Build	Understand	3
Ideas	Express	Understand	2
Claims	Present	Apply	3
Points	Emphasize	Analyze	4
Evidence	Use	Apply	3
Effective Presentation Techniques	Use	Apply	2

Essential Questions:

1. How should you communicate in an ELA (Reading & Writing) class?
2. Why is it important to communicate effectively?

Enduring Understanding/Big Ideas:

1. To communicate effectively, students need to come to class prepared, follow the rules of discussions, pose questions and respond to others with relevant information.
2. It is important to communicate effectively so students' ideas are understood and they can understand the ideas of others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
collaborate cooperate engage present illustrate elaborate multi-media cite relevant coherent	

Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
 - Lotus
 - Concept Map
 - Frayer Model
 - Affinity Diagram
 - Root Analysis
 - Word Mapping

Topic 1: Presentation Techniques

Engaging Experience 1

Title: About Me Meme

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- 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. (SL.2.7.A)
- Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. (SL.2.7.B)

Supporting:

- 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. (SL.7.2.C)
- Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views. (SL.7.1.C)
- 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. (SL.7.2.A)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Detailed Description/Instructions: Students will create a meme explaining how they are seen by six groups of people: world, teachers, parents, friends, me, reality. (These six groups can be customized. For example, replacing “world” with “my teammates.”) The title of the meme should be the student’s first and last name. They should include six pictures or GIFS, each with a corresponding caption such as “How my parents see me.” Once created, students will present this to the class explaining why they chose each picture and how it best represents that part of them.

Bloom’s Levels: Apply

Webb’s DOK: 2, 3

Topic 2: Communicating in a Professional Setting

Engaging Experience 1

Title: 60 Second Speech

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation

Supporting:

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Detailed Description/Instructions: Students will create and give a 60 seconds speech to tell their peers and teachers what they want to do with their life and explain how communication will be important in that career choice. It is important to give students articles on various careers and how the communicate.

Bloom's Levels: Apply

Webb's DOK: 3

Topic 3: Rules of a Conversation & Group Dynamics

Engaging Experience 1

Title: Analyzing a Conversation

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.1.7.A)

Supporting:

- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study

Detailed Description/Instructions: Students will watch and analyze prerecorded conversations. One conversation should be a good example and one conversation should be a bad example. Additional examples could be added depending on student need.

Bloom's Levels: Understand

Webb's DOK: 2, 3

Engaging Experience 2

Title: Group Conversation Experience

Suggested Length of Time: 3 class periods

Standards Addressed

Priority:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. 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.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Supporting:

- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study
- 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. (SL.7.2.A)

Detailed Description/Instructions: Students will participate in a fishbowl discussion. Students inside the fishbowl will participate in pre-determined conversations. Students outside the fishbowl will evaluate the conversations that take place. Conversation topics should be given to the students the previous day so all students are prepared and knowledgeable for the given topic. Each topic should have a brief nonfiction passage to provide students with background knowledge.

Bloom's Levels: Apply, Analyze

Webb's DOK: 3, 4

Engaging Scenario

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

Socratic Seminar

- Students will engage in two Socratic Seminars which focus on one essential question: Was the character in (story title) an effective communicator? This question should be applicable to two short stories so each group in the middle is focused on a different piece of writing.
- Students on the inside of the circle will need to use evidence and findings from the text to support their claims and reasoning. Students on the outside of the circle will 1) evaluate the communication skills of those sharing, and 2) contribute meaningfully to the conversation via Today's Meet or paper.

Rubric for Engaging Scenario: To be created – focus needs to be on referencing text and using appropriate ACADEMIC vocabulary during discussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
1	About Me Meme	Students will create a meme explaining how they are seen by 6 groups of people: world, teachers, parents, friends, me, reality. (These 6 groups can be customized. For example, replacing “world” with “my teammates.”) The title of the meme should be the student’s first and last name. They should include 6 pictures, each with a corresponding caption such as “How my parents see me.” Once created, students will present this to the class explaining why those chose each picture and how it best represents that part of them.	3 class periods (135 min)
2	60 Second Speech	Students will create and give a 60 seconds speech to tell their peers and teachers what they want to do with their life and explain how communication will be important in that career choice.	4-5 45 minute class periods
3	Analyzing a Conversation	Students will watch and analyze pre-recorded conversations. One conversation should be a good example and one conversation should be a bad example. Additional examples could be added depending on student need.	1 45 minute class period
3	Group Conversation Experience	Students will participate in a fishbowl discussion. Students inside the fishbowl will participate in pre-determined conversations. Students outside the fishbowl will evaluate the conversations that take place. Conversation topics should be given to the students the previous day so all students are prepared and knowledgeable for the given topic. Each topic should have a brief non-fiction passage to provide students with background knowledge.	3 45 minute class periods

Unit 2: 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. Then they will use research skills to gather their own relevant information from credible sources to ultimately create a “how to survive” presentation to their peers as described in the Engaging Scenario. Each Engaging Experience in this unit leads to the completion of the Engaging Scenario.

Priority Standards for unit:

- 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. (W.1.7.A)
- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RIT.2.7.D)

Supporting Standards for unit:

- 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. (SL.1.7.B)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
relevant information from multiple print sources	Gather	Understand	4
relevant information from multiple digital sources	Gather	Understand	4
search terms	Use	Apply	1
credibility of each source	Assess	Analyze	2
accuracy of each source	Assess	Analyze	2
data	Quote	Apply	2
conclusions	Quote	Apply	2
data	Paraphrase	Apply	2
conclusions	Paraphrase	Apply	2
plagiarism	Avoid	Understand	1
standard format for citation	Follow	Understand	1
evidence from literary texts to support analysis	Draw	Evaluate	3
evidence from informational texts to support analysis	Draw	Evaluate	3
evidence from literary texts to support reflection	Draw	Evaluate	3
evidence from informational texts to support reflection	Draw	Evaluate	3
evidence from informational texts to support research	Draw	Evaluate	3
evidence from literary texts to support research	Draw	Evaluate	3

Essential Questions:

1. How do you find information to support a given topic?
2. Why do you need to determine if 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:

Academic Cross-Curricular Words	Content/Domain Specific
relevant irrelevant print sources digital sources search terms credible reliable quote evidence	thesis paraphrase citation

Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
 - Lotus
 - Concept Map
 - Frayer Model
 - Affinity Diagram
 - Root Analysis
 - Word Mapping

Topic 1: Text Analysis

Engaging Experience 1

Title: Group vs. Individual Survival

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- 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. (W.1.7.A)

- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RIT.2.7.D)

Supporting:

- 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. (SL.1.7.B)

Detailed Description/Instructions: Students will be given at least 3-5 nonfiction articles: at least one credible source addressing group survival, at least one credible source addressing individual survival, and at least one questionable source. With teacher guidance, students are to read the articles looking for key events that demonstrate successful survival strategies.

Additionally, students should examine the source of the article to determine its credibility.

Bloom's Levels: Analyze, Evaluate

Webb's DOK: 2, 3,

Topic 2: Research

Engaging Experience 1

Title: Knowing your Location

Suggested Length of Time: 8-10 class periods

Standards Addressed

Priority:

- 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. (W.1.7.A)

- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RIT.2.7.D)

Supporting:

- 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. (SL.1.7.B)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Detailed Description/Instructions: After choosing a survival experience, as referenced in the Engaging Experience, 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 for relevant information.

Bloom's Levels: Understand, Evaluate, Analyze, Apply

Webb's DOK: 1, 2, 3, 4

Topic 3: Presentation of Information

Engaging Experience 1

Title: How to Survive

Suggested Length of Time: 3-5 class periods

Standards Addressed

Priority:

- 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. (W.1.7.A)

- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RIT.2.7.D)

Supporting:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Detailed Description/Instructions: After gathering a sufficient amount of evidence, students are to create a how-to presentation for their peers that will explain how they will survive their given scenario. Within the presentation students should include parenthetical documentation at the bottom of each necessary slide, and a full Works Cited page at the end of the presentation. Additionally, all information included in the presentation should be relevant to the topic.

Bloom's Levels: Understand, Apply

Webb's DOK: 1, 2, 4

Engaging Scenario

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

SURVIVAL

- 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 was 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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Text Analysis	Group vs. Individual Survival	Students will be given at least 3-5 nonfiction articles: at least one credible source addressing group survival, at least one credible source addressing individual survival, and at least one questionable source. With teacher guidance, students are to read the articles looking for key events that demonstrate successful survival strategies. Additionally, students should examine the source of the article to determine its credibility.	4-5 45 minute class periods
Research	Knowing your Location	<p>After choosing a survival experience, as referenced in the Engaging Experience, students should research information about their chosen region to determine the best means of survival. Students will need to find information about the region in which the tragedy has taken place.</p> <p>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 accessed for relevant information.</p>	8-10 45 minute class periods
Presentation of Information	How to Survive	After gathering a sufficient amount of evidence, students are to create a how-to presentation for their peers that will explain how they will survive their given scenario. Within the presentation students should include parenthetical documentation at the bottom of each necessary slide, and a full Works Cited page at the end of the presentation. Additionally, all information included in the presentation should be relevant to the topic.	3-5 45 class periods

Unit 3: 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 compare fictional texts to actual historical events. Next, students will analyze how characterization is influenced by point of view. Students will then analyze how different elements like setting and characters interact with each other. Finally students will learn how to determine the theme of a text and how it is developed.

Priority Standards for unit:

- Read and comprehend informational text independently and proficiently. (RIT.3.7.D)
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RLT.2.7.B)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)
- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLT.3.7.D)
- Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter. (RLT.3.7.B)
- 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. (RLT.1.7.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. (RIT.1.7.D)

Supporting Standards for unit:

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
theme of text	Determine	Understand	3
central idea of text	Determine	Understand	3
theme development over course of text	Analyze	Analyze	3
objective summary	Provide	Understand	1
author's development of point of view of different characters in	Analyze	Analyze	3
author's development of point of view of narrators in text	Analyze	Analyze	3
points of view of different characters or narrators in text	Contrast	Understand	3
several pieces of textual evidence	Cite	Apply	1
analysis of what text says explicitly	Support	Apply	2
inferences drawn from text	Support	Apply	2
how elements of a story interact	Analyze	Analyze	3
how elements of a drama interact	Analyze	Analyze	3
fictional & historical portrayal of time	Compare	Understand	3
fictional & historical portrayal of place	Compare	Understand	3
fictional & historical portrayal of a character	Compare	Understand	3
fictional & historical portrayal of time	Contrast	Understand	3
fictional & historical portrayal of place	Contrast	Understand	3
fictional & historical portrayal of a character	Contrast	Understand	3
authors of fiction use history	Understand	Understand	2
authors of fiction alter history	Understand	Understand	2
two or more central ideas in a text	Determine	Understand	3
development of central ideas over course of text	Analyze	Analyze	3
objective summary of text	Provide	Understand	2

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:

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

Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
 - Lotus
 - Concept Map
 - Frayer Model
 - Affinity Diagram
 - Root Analysis
 - Word Mapping

Topic 1: Point of View and Characterization

Engaging Experience 1

Title: Battle at Kruger

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RLT.2.7.B)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

Supporting: N/A

Detailed Description/Instructions: First, students are to watch “Battle at Kruger” (<https://www.youtube.com/watch?v=LU8DDYz68kM&safe=active>). After watching the video, have students travel to different stations. These stations should represent the different “characters” in the story: lion, adult water buffalo, baby water buffalo, and alligator/crocodile. At each station, students should discuss the advantages and disadvantages of having this particular character narrate the story. 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? After visiting each station, 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 (clip) and their knowledge of narrator point of view.

Bloom’s Levels: Analyze, Understand, Apply

Webb’s DOK: 2, 3

Engaging Experience 2

Title: Importance of Character Perspective

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RLT.2.7.B)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

Supporting: N/A

Detailed Description/Instructions: After students have taken notes on reviewing the different points of view (first person, second person, third person objective, limited, and objective) of the narrator and reviewing the different types of character (dynamic, static), students are to examine different characters within a story. (The story used should have multiple dynamic characters.) 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? Next, create different stations for each dynamic character, not including the narrator if the story is written in first person. At each station, have student groups discuss how each character responds to a specific event from the story. (Variation: Each station has a specific event and discussion can focus on multiple character responses to the event.) 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

Topic 2: Story Analysis

Engaging Experience 1

Title: Scooby-Doo, Can I Learn from You?

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLT.3.7.D)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

Supporting: N/A

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 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? Next, have students rotate to different stations to analyze the characters: Shaggy/Scooby, Fred, Velma, and Daphne. At each station, students should list character traits of the character. Each character trait/description should be supported with textual evidence. For each of these traits, students should then examine how the plot of the story would be both positively and negatively impacted. For example, if Shaggy were intelligent, many problems would be completely avoided; however, he would not be as endearing of a character.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 2

Title: Setting’s impact on plot and character

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLT.3.7.D)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

Supporting: N/A

Detailed Description/Instructions: Have students read a story where the setting is central to the development of characters and plot. NOTE: This could be the same story from Topic 1. Have students note details about the setting and how a change in the setting could change the characters, their choices, and the overall plot. Students can also participate in stations similar to those described in Experience 1 of this Topic.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Theme and Central Idea

Engaging Experience 1

Title: Determining Theme

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Read and comprehend informational text independently and proficiently. (RIT.3.7.D)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

Supporting: N/A

Detailed Description/Instructions: (Prior to this Engaging Experience students will need to take notes on what theme is and is not and the basics of how to find theme.) Students will be given 4-5 short stories to read and a list of theme roots. After reading each story, student groups are to match the theme root (a one word theme) with the appropriate story. Next students need to expand on the theme root by explaining what the author is trying to convey about the theme root. Finally, students should finish this stem sentence for each story: The theme of this story is _____. I know this because ____, ____, and _____. The support given should be pieces of textual evidence stated explicitly and/or inferences drawn from the text.

Bloom's Levels: Understand, Analyze

Webb's DOK: 3

Engaging Experience 2

Title: TV Land Themes

Suggested Length of Time: 2-3 45 minute class periods

Standards Addressed

Priority:

- Read and comprehend informational text independently and proficiently. (RIT.3.7.D)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

Supporting: N/A

Detailed Description/Instructions: First, students will be given a written version of a variety of theme songs. After reading the lyrics of each song, student groups will determine the theme root (a one word theme) for each song. Next, students need to expand on the theme root by explaining what the author is trying to convey about the theme root. 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. (This engaging scenario can easily be adapted for whole class instruction or stations for small groups.)

Bloom's Levels: Understand, Analyze

Webb's DOK: 3

Topic 4: Compare and Contrast

Engaging Experience 1

Title: Dr. Seuss goes to War

Suggested Length of Time: 5-6 class periods

Standards Addressed

Priority:

- Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter. (RLT.3.7.B)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

Supporting:

- Write arguments to support claims with clear reasons and relevant evidence.
 - b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

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. During the watching of these videos students will complete a given note sheet (Cornell Notes) to reference later. Next students will read two Dr. Seuss stories (The Butter Battle Book and Yertle the Turtle) and annotate each of them. On the following day, students will rotate to different stations that lead them through analysis of each story to draw conclusions of how they relate to historical events. Lastly, 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 Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) After reading 1-3 novels/short stories/etc., create a project (anything at all! - video, presentation, infographic, etc.) that illustrates the importance of learning about literature.

- How does an understanding of characters and different points of view help us function better in our own lives?

Your goal is to convince your audience that literature is essential to understand.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Point of View and Characterization	Battle at Kruger	<p>First, students are to watch “Battle at Kruger” (https://www.youtube.com/watch?v=L U8DDYz68kM&safe=active). After watching the video, have students travel to different stations. These stations should represent the different “characters” in the story: lion, adult water buffalo, baby water buffalo, and alligator/crocodile. At each station, students should discuss the advantages and disadvantages of having this particular character narrate the story. 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? After visiting each station, 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 (clip) and their knowledge of narrator point of view.</p>	1 or 2-45 minute class periods
Point of View and Characterization	Importance of Character Perspective	<p>After students have taken notes on reviewing the different points of view (first person, second person, third person objective, limited, and objective) of the narrator and reviewing the different types of character (dynamic, static) students are to examine different characters within a story. (The story used should have</p>	2-3, 45 minute class periods

		<p>multiple dynamic characters.) 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? Next, create different stations for each dynamic character, not including the narrator if the story is written in first person. At each station, have student groups discuss how each character responds to a specific event from the story. (Variation: Each station has a specific event and discussion can focus on multiple character responses to the event.) 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 state 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.</p>	
<p>Story Analysis</p>	<p>Scooby-Doo, Can I Learn from You?</p>	<p>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 analyze the setting of each chase scene. What is the time of</p>	<p>2-45 minute class periods</p>

		<p>day? Where are they located?</p> <p>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? Next, have students rotate to different stations to analyze the characters: Shaggy/Scooby, Fred, Velma, and Daphne. At each station, students should list character traits of the character. Each character trait/description should be supported with textual evidence. For each of these traits, students should then examine how the plot of the story would be both positively and negatively impacted. For example, if Shaggy were intelligent, many problems would be completely avoided; however, he would not be as endearing of a character.</p>	
Story Analysis	Setting’s impact on plot and character	<p>Have students read a story where the setting is central to the development of characters and plot. NOTE: This could be the same story from Topic 1. Have students note details about the setting and how a change in the setting could change the characters, their choices, and the overall plot. Students can also participate in stations similar to those described in Experience 1 of this Topic.</p>	2-3, 45-min class periods
Theme and Central Idea	Determining Theme	<p>Students will be given 4-5 short stories to read and a list of theme roots. After reading each story, student groups are</p>	2 or 3-45 minute class periods

		<p>to match the theme root (a one word theme) with the appropriate story. Next students need to expand on the theme root by explaining what the author is trying to convey about the theme root. Finally, students should finish this stem sentence for each story: The theme of this story is _____. I know this because ____, ____, and _____. The support given should be pieces of textual evidence stated explicitly and/or inferences drawn from the text.</p>	
Theme and Central Idea	TV Land Themes	<p>First, students will be given a written version of a variety of theme songs. After reading the lyrics of each song, student groups will determine the theme root (a one word theme) for each song. Next students need to expand on the theme root by explaining what the author is trying to convey about the theme root. 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.</p>	2 or 3-45 minute class periods
Compare and Contrast	Dr. Seuss Goes to War	<p>First students would need background knowledge on both World War II and the Cold War. This can be achieved by</p>	5-6, 45 minute class periods

		<p>watching a brief video on each war. During the watching of these videos students will completed a given note sheet (Cornell Notes) to reference later. Next students will read two Dr. Seuss stories (The Butter Battle Book and Yertle the Turtle) and annotate each of them. On following day students will rotate to different stations that lead them through analysis of each story to draw conclusions of how they relate to historical events. Lastly, students will complete an exit card where they create a claim about the relationship between a Dr. Seuss fictional piece and a historical event. The will need to support their claim with logical reasoning and relevant evidence.</p>	
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Unit 4: Text Structures

Subject: Reading

Grade: 7

Name of Unit: Text Structures

Length of Unit: 6-7 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.

Priority Standards for unit:

- 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. (RLT.3.7.A)
- Analyze how a text's organization or overall structure contributes to meaning. (RLT.2.7.A, RIT.2.7.A)
- 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. (RLT.1.7.B, RIT.1.7.B)

Supporting Standards for unit:

- Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. (RIF.2.7.D)
- Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. (RIT.3.7.A)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a how drama's form contributes to its meaning	Analyze	Analyze	3
a drama's structure contributes to its meaning	Analyze	Analyze	3
a poem's form contributes to its meaning	Analyze	Analyze	3
a poem's structure contributes to its meaning	Analyze	Analyze	3
structure used by author to organize text	Analyze	Analyze	3
how major sections contribute to the whole text	Analyze	Analyze	3
how major sections contribute to the development of ideas	Analyze	Analyze	3
the meaning of words as used in a text	Determine	Understand	1
the meaning of phrases as used in a text	Determine	Understand	1
figurative meanings in a text	Determine	Understand	3
connotative meanings in a text	Determine	Understand	3
impact of rhymes on a specific verse of a poem	Analyze	Analyze	3
impact of rhymes on a stanza of a poem	Analyze	Analyze	3
impact of rhymes on a section of a story	Analyze	Analyze	3
impact of rhymes on a section of a drama	Analyze	Analyze	3
impact of other repetitions of sounds (e.g. alliteration) on a specific verse of a poem	Analyze	Analyze	3
impact of other repetitions of sounds (e.g. alliteration) on a stanza of a poem	Analyze	Analyze	3
impact of other repetitions of sounds (e.g. alliteration) on a section of a story	Analyze	Analyze	3
impact of other repetitions of sounds (e.g. alliteration) on a section of a drama	Analyze	Analyze	3

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:

Academic Cross-Curricular Words	Content/Domain Specific
structure analyze multimedia medium	drama poem paragraph soliloquy sonnet figurative meaning connotation rhyme repetition

Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
 - Lotus
 - Concept Map
 - Frayer Model
 - Affinity Diagram
 - Root Analysis
 - Word Mapping

Topic 1: Drama Structure

Engaging Experience 1

Title: What's with all the Drama?

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- Analyze how a text's organization or overall structure contributes to meaning. (RLT.2.7.A, RIT.2.7.A)

Supporting: N/A

Detailed Description/Instructions: After providing students with a guided note-taking experience that covers the specific parts to a drama (e.g., stage directions, dialogue), 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.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Bringing the Script to Life

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Analyze how a text's organization or overall structure contributes to meaning. (RLT.2.7.A, RIT.2.7.A)

Supporting:

- Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. (RIT.3.7.A)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Detailed Description/Instructions: Students will be reading 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.imsdb.com or www.simplyscripts.com. First, using a structured note sheet, students should examine how the script is structured, specific to scenes, narration, dialogue, and stage direction to get the desired emotions from the actors and directors. Next, using a similar

notesheet, 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 3

Title: Creating the Drama

Suggested Length of Time: 3-4 class periods

Standards Addressed

Priority:

- Analyze how a text's organization or overall structure contributes to meaning. (RLT.2.7.A, RIT.2.7.A)

Supporting:

- Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. (RIT.3.7.A)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Detailed Description/Instructions: Provide student groups with a variety of scenarios, such as “You are walking home after school and find some friends partaking in a spectacularly stupid event.” Have student groups of 2-3 select their scenario. Next, they are to create a script, complete with dialogue, stage directions, and scene description. After student groups have finished their script, have them trade with another group. This new group will read, study, practice, and then perform the original script. Student writers and audience members will determine how successful the script was based on the performance.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Nonfiction Structure

Engaging Experience 1

Title: What is the Author Doing?

Suggested Length of Time: 8 class periods

Standards Addressed

Priority:

- Analyze how a text's organization or overall structure contributes to meaning. (RLT.2.7.A, RIT.2.7.A)

Supporting: N/A

Detailed Description/Instructions: Students will be given four articles that focus on the four basic structures of nonfiction writing: sequential, compare/contrast, problem/solution, cause and effect. On day one, students should be given a structured note-taking device that helps them to outline the key components of sequential writing. Next, as a whole class, have students read an article that is arranged sequentially. The teacher should guide the student in identifying specific words and transitions that are specific to sequential writing (e.g., first, second, last, finally). The overall structure of the article should be analyzed as well, focusing on how each paragraph ties back to the introduction/thesis, and the conclusion provides a final, summarizing thought. After annotating the text, the class should create a list of situations where this type of writing would be most beneficial (e.g., recipes, directions). On day three, follow the same pattern of note-taking, annotation, and brainstorming for a compare/contrast article. Day five should focus on a problem/solution article, and day seven should focus on a cause/effect article. NOTE: Using themed articles would be beneficial, but not necessary.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Poetry Structure

Engaging Experience 1

Title: The Power of a Song

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- 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. (RLT.3.7.A)
- 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. (RLT.1.7.B, RIT.1.7.B)

Supporting:

- Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning. (RIT.3.7.A)

Detailed Description/Instructions: Prior to this experience, students should know how songs are usually structured lyrically, focusing on verse and chorus. (The verse tells the story; the chorus is the summary of the song's story.) Students will travel to four different stations to examine the power of words within a song. (More stations could be added at teacher discretion.) Each station should represent a different emotion: love, hate, sadness, joy. At each station student groups should examine how the assigned emotion is portrayed within the lyrics of the song. Students should pay close attention to the specific word choice (figurative language) and repetition used. Next, for each song at the station, students should determine the most powerful word/phrase within the song. They should be able to explain why this word/phrase is the most powerful within the song.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

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

Students will explore a concept – such as beauty, courage, strength, etc. – by focusing on how the concept is expressed in nonfiction and poetry. Students will need to create the nonfiction portion and find the poetic portion of this scenario.

- Students may select their own concept. (Teacher may wish to provide a list.)
- Students will write 1-2 paragraphs on the concept using the nonfiction text structure of their choosing.
- Students will need to find a poem they feel best represents this concept. They should write one paragraph explaining why this poem best captures the concept, focusing on word choice (figurative language) and/or repetition.
- 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.)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Drama Structure	What’s with all the Drama?	After providing students with a guided note-taking experience that covers the specific parts to a drama (e.g., stage directions, dialogue), 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.	3-4, 45 min class periods
Drama Structure	Bringing the Script to Life	Students will be reading 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.imsdb.com or www.simplyscripts.com . First, using a structured note sheet, students should examine how the script is structured, specific to scenes, narration, dialogue, and stage direction to get the desired emotions from the actors and directors. Next, using a similar 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.	2-3, 45 min class periods
Drama Structure	Creating the Drama	Provide student groups with a variety of scenarios, such as “You are walking home after school and find some friends partaking in a spectacularly stupid event.” Have student groups of 2-3 select their scenario. Next, they are to create a script, complete with dialogue, stage directions, and scene description. After student groups have finished their script, have them trade with another group. This new group will read, study, practice, and then	3-4, 45-min class periods

		perform the original script. Student writers and audience members will determine how successful the script was based on the performance.	
Nonfiction Structure	What is the Author Doing?	Students will be given four articles that focus on the four basic structures of nonfiction writing: sequential, compare/contrast, problem/solution, cause and effect. On day one, students should be given a structured note-taking device that helps them to outline the key components of sequential writing. Next, as a whole class, have students read an article that is arranged sequentially. The teacher should guide the student in identifying specific words and transitions that are specific to sequential writing (e.g., first, second, last, finally). The overall structure of the article should be analyzed as well, focusing on how each paragraph ties back to the introduction/thesis, and the conclusion provides a final, summarizing thought. After annotating the text, the class should create a list of situations where this type of writing would be most beneficial (e.g., recipes, directions). On day three, follow the same pattern of note-taking, annotation, and brainstorming for a compare/contrast article. Day five should focus on a problem/solution article, and day seven should focus on a cause/effect article. NOTE: Using themed articles would be beneficial, but not necessary.	8, 45-min class periods
Poetry Structure	The Power of a Song	Prior to this experience, students should know how songs are usually structured lyrically, focusing on verse and chorus. (The verse tells the story; the chorus is the summary of the song's story.) Students will be traveling to four different stations to examine the power of words within a song. (More stations could be	4-5, 45 min class periods

		<p>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 and repetition used.</p> <p>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 more powerful within the song.</p>	
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Unit 5: Analysis of the Argument

Subject: Reading

Grade: 7

Name of Unit: Analysis of the Argument

Length of Unit: 2-3 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 topic. Both arguments will be shared visually in a gallery walk.

Priority Standards for unit:

- Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure. (RIT.3.7.B)
- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RIT.2.7.D)
- 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. (SL.1.7.B)

Supporting Standards for unit:

- Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others. (RIT.2.7.B)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how two or more authors shape their presentations of key information on same topic	Analyze	Analyze	4
how two or more authors emphasize different evidence on same topic	Analyze	Analyze	4
how two or more authors advance different interpretations of facts	Analyze	Analyze	4
argument in a text	Trace	Understand	2

specific claims in text	Trace	Understand	2
argument in a text	Evaluate	Evaluate	3
specific claims in text	Evaluate	Evaluate	3
whether reasoning is sound	Assess	Evaluate	4
evidence is relevant & sufficient to support claims	Assess	Evaluate	4
speaker's argument	Delineate	Analyze	3
speaker's specific claims	Delineate	Analyze	3
soundness of reasoning	Evaluate	Evaluate	3
relevance & sufficiency of evidence	Evaluate	Evaluate	3

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:

Academic Cross-Curricular Words	Content/Domain Specific
trace evaluate argument evidence relevant	point of view claim counterclaim

Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
 - Lotus
 - Concept Map
 - Frayer Model
 - Affinity Diagram
 - Root Analysis
 - Word Mapping

Topic 1: Analysis of Structure - problem/solution

Engaging Experience 1

Title: One Topic - Two Arguments

Suggested Length of Time: 4-5 class periods

Standards Addressed

Priority:

- Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure. (RIT.3.7.B)
- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RIT.2.7.D)
- 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. (SL.1.7.B)

Supporting:

- Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (PointOfViewB7)

Detailed Description/Instructions: Students will be given two arguments addressing the same topic. (Suggested source: www.procon.org) These arguments should have a problem/solution structure. With teacher guidance, students should examine how each argument is structured: problem defined, solution proposed, reasons for proposed solution provided. 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 and if they provide enough reason for the proposed solution. (This engaging experience should be repeated with different articles, as needed for student understanding.)

Bloom's Levels: Evaluate, Analyze, Understand

Webb's DOK: 3, 4

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 pairs will examine both sides of a school-related argument (e.g., dress code, passing time, phones in class). They will collect information from nonfiction reading, interviews, and self-created student surveys. They will then create a visual display (infographic) for each side of the argument which clearly states the problem and their sufficiently supported solution. The target audience for this scenario is the school's administrative team. Students will display their final products for a gallery walk, in which principals should be invited to create an authentic audience.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Analysis of Structure-- Problem/Solution	One Topic - Two Arguments	<p>Students will be given two arguments addressing the same topic. (Suggested source: www.procon.org) These arguments should have a problem/solution structure. With teacher guidance, students should examine how each argument is structured: problem defined, solution proposed, reasons for proposed solution provided. 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 and if they provide enough reason for the proposed solution. (This engaging experience should be repeated with different articles, as needed for student understanding.)</p>	4-5-45 minute class periods

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: 7-9 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.

Priority Standards for unit:

- Read and comprehend informational text independently and proficiently. (RIF.3.7.D)
- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting Standards for unit:

- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (SL.1.7.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. (SL.2.7.A)
- Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. (SL.2.7.B)
- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RIT.2.7.D)
- 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. (SL.1.7.B)
- Read and comprehend informational text independently and proficiently. (RIT.3.7.D)

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RLT.2.7.B)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.(RIT.1.7.A, RLT.1.7.A)
- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLT.3.7.D)
- Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter. (RLT.3.7.B)
- "Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text."
- 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. (RLT.3.7.A)
- Analyze how a text's organization or overall structure contributes to meaning. (RLT.2.7.A, RIT.2.7.A)
- 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. (RLT.1.7.B, RIT.1.7.B)
- Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure. (RIT.3.7.B)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
literary nonfiction in grade 6-8 text complexity band, proficiently	Read	Remember	1
literary nonfiction in grade 6-8 text complexity band, proficiently	Comprehend	Understand	4
literature in grades 6-8 text complexity band, proficiently	Read	Remember	1

stories in grades 6-8 text complexity band, proficiently	Read	Remember	1
dramas in grades 6-8 text complexity band, proficiently	Read	Remember	1
poems in grades 6-8 text complexity band, proficiently	Read	Remember	1
literature in grades 6-8 text complexity band, proficiently	Comprehend	Understand	4
stories in grades 6-8 text complexity band, proficiently	Comprehend	Understand	4
dramas in grades 6-8 text complexity band, proficiently	Comprehend	Understand	4
poems in grades 6-8 text complexity band, proficiently	Comprehend	Understand	4

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?
3. How can your words have an impact on the world?

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.
3. Learning to communicate effectively is powerful. When we understand how to construct words in meaningful and purposeful ways, whether in speaking or in writing, we harness the power to influence the thinking, actions, and behaviors of others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
see Unit 1-5	see Unit 1-5

Resources for Vocabulary Development:

- Students should be familiar with the following vocabulary strategies by the end of the year in order to be able to determine strategies that are the most successful for their learning styles:
 - Lotus
 - Concept Map
 - Frayer Model
 - Affinity Diagram
 - Root Analysis
 - Word Mapping

Topic 1: Dystopian Novel Analysis

*Note: Each experience in this unit is a stepping stone toward the Engaging Scenario at the end of the unit. To begin the unit, the following resources and notes may be a great help:

- Dystopian Novel Book list - <https://docs.google.com/spreadsheets/d/15AVkjgmdoTG3G-188IFFIYkkO4hwZrAlxKTNGyizXuA/edit?usp=sharing>
 - Note: This unit is designed for students to read more than one dystopian novel.
 - Note: Mid Continent does a fantastic job of getting copies of these books for use in classrooms. However, with as many students as will be completing this unit at the same time, it will be necessary to begin building a classroom library of titles or have students purchase and/or donate copies of the books.
 - Book Trailers & Author Interviews - Before beginning, these trailers maybe helpful to show students before they select their first novel.
 - <https://docs.google.com/document/d/1xvHr6LbLFBLNATlvCAWJS8p5btfbMmniB5gd5KI0SBC/edit?usp=sharing>
 - Note: 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.
 - Sample Unit Calendar - https://docs.google.com/document/d/1vZtvu5qjvKf-Y5_38meoJ42S40-m8C34r8LKBgjF7lc/edit?usp=sharing
 - Note: This calendar includes MAP testing days and other quizzes you may or may not choose to give! It is simply a sample calendar to show the number of in-class reading days, stations days, etc.
- Supplemental Texts (nonfiction, short stories, and poetry) - <https://drive.google.com/folderview?id=0B-EYDmNL-Pcffmw4Nm8tbzlhTHZqaXdsRjd1ZGpMSFA1bDFUU0J2aHlwaHBpLXB5WEI1UTA&usp=sharing>
- Note: Experiences are designed to go in numerical order. However, beginning 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/1YJWQCQcnAitZS3wmLrbw8KGEdi0gVdZfSpwhLWPtyM/edit?usp=sharing>

Engaging

Experience 1 Title:

What is a Dystopia?

Suggested Length of Time: 1 class period to create and then continuously used throughout the unit

Standards Addressed

Priority:

- Read and comprehend informational text independently and proficiently. (RIF.3.7.D)

Supporting:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 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. (SL.2.7.A)
- Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint. (SL.2.7.B)
- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology (ISTE 1)
- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. (ISTE 4)

Detailed Description/Instructions: 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 lesson 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: Note-Taking Booklet Creation

Suggested Length of Time: 1 class period to create and then continuously used throughout the unit

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Depending on the design of the booklet, it could incorporate each of the supporting standards on different pages.

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 focused
- Example:

https://docs.google.com/document/d/1x16DY2r4EQA_tHhEKi2rgKtE9vVCSXrwprZtYtleEsM/edit?usp=sharing

Bloom's Levels: Apply, Analyze

Webb's DOK: 2, 3

Rubric: To be created

Engaging Experience 3A

Title: Analysis of Figurative Language

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)

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. (RLT.1.7.B, RIT.1.7.B)

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

Bloom’s Levels: Apply, Analyze

Webb’s DOK: 3

Rubric: To be created

Engaging Experience 3B

Title: Mood Timeline

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Read and comprehend informational text independently and proficiently. (RIT.3.7.D)
- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

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_x1Y8IDB-0Bz8SUAHvriik60RvmfRkZHkOL8/edit?usp=sharing

Bloom’s Levels: Analyze

Webb’s DOK: 3

Rubric: To be created

Engaging Experience 3C

Title: Character Decision Map

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)
- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLT.3.7.D)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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/1KOdzWw7z0JXqZ0fQveZJiLL0sEpIqjur0eF0ykMc2x0/e/dit?usp=sharing>

Bloom's Levels: Analyze

Webb's DOK: 3

Rubric: To be created

Engaging Experience 3D

Title: Setting Analysis

Suggested Length of Time: 2 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLT.3.7.D)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Detailed Description/Instructions: 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: <https://docs.google.com/document/d/1Qa1oXq7sxlunl-FNlg9qGtuqLWGSnN8E0T06TVf1XC8/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: 2 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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.

<https://docs.google.com/document/d/1Ss5lKdOnj9GStpakAFxO80A-Z-DgxvQbnJxVY3Wqi0M/edit?usp=sharing>

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3F

Title: Character Symbolism

Suggested Length of Time: 20-30 min

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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. For example, you could write a greedy character's name in green, the color of money. Write the title of your book on your paper, also using a color relevant to the book. For example, if the book is hopeful overall, you could write the title of the book in bright yellow, a color symbolizing hope. Next, use colored markers to write traits of the character, his/her motivations, behaviors, and beliefs. Use colors that make sense for those traits. For example, you could list SECRETIVE as a trait and write it with a gray marker since the secrets are hidden in the shadows. Think colorfully!

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3G

Title: Responsibility Pie Chart

Suggested Length of Time: 20-30 min

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RIT.1.7.A, RLT.1.7.A)
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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: 2-3 class periods

Standards Addressed

Priority:

- Read and comprehend informational text independently and proficiently. (RIF.3.7.D)

Supporting:

- Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure. (RIT.3.7.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. (SL.1.7.B)

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 or not they met the criteria for being modern-day dystopias.

Bloom's Levels: Apply, Analyze

Webb's DOK: 2, 3

Engaging Experience 3I

Title: Poetry and Short Story Connections

Suggested Length of Time: 2-3 class periods

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RLT.2.7.B)
- 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. (RLT.3.7.A)
- 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. (RLT.1.7.B, RIT.1.7.B)

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: 1 class period

Standards Addressed

Priority:

- Read and comprehend literature, including stories, dramas and poems, independently and proficiently. (RLF.3.7.D)

Supporting:

- Read and comprehend informational text independently and proficiently. (RIT.3.7.D)
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RLT.2.7.B)

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

Engaging Scenario

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.

**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.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Dystopian Novel Analysis	What is a Dystopia?	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 lesson is to get students thinking about how many aspects of dystopias are not so unrealistic and have more implications than just providing entertaining reading.	1-45 min class period to create and then continuously used throughout the unit.
Dystopian Novel Analysis	Note-Taking Booklet Creation	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.	1-45 min class period to create and then continuously used throughout the unit.
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”.	2-45 min class periods
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.	2-45 min class periods

Dystopian Novel Analysis	Character Decision Map	Students will select a character and create a map that clearly shows the path that the character takes through the novel based on the CHOICES he/she makes (not the physical journey).	2-45 min class periods
Dystopian Novel Analysis	Setting Analysis	Students will create a graphic organizer to analyze the setting of their novel and the impact that setting has on the characters.	2-45 min class periods
Dystopian Novel Analysis	Assessing the Impact of Leadership Decisions	Students will create a graphic organizer 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.	2-45 min class periods
Dystopian Novel Analysis	Character Symbolism	<p>For this activity, students will use colors as symbols and produce a list of traits for a character they know best in their book.</p> <p>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 <u>in a color that seems to make sense for this character</u>. For example, you could write a greedy character's name in green, the color of money. Write the title of your book on your paper, also using a color relevant to the book. For example, if the book is hopeful overall, you could write the title of the book in bright yellow, a color symbolizing hope.</p> <p>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!</p>	20-30 min
Dystopian Novel Analysis	Responsibility Pie Chart	<p>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.</p> <p>Draw a <u>big circle</u> 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.</p>	20-30 min

		the parts of the pie with your characters' names and indicate why they share the responsibility they share.	
Dystopian Novel Analysis	Nonfiction Connections	Using the supplemental texts provided, have students select two nonfiction articles. In pairs, students should create a graphic organizer to compare the two texts and how the authors of the texts present their information. Students should also compare the texts to their definition of a dystopia, created at the beginning of the unit. Place pairs together and have them each take a position on why their articles were similar and different and whether or not they met the criteria for being modern-day dystopias.	2 or 3-45 min class periods
Dystopian Novel Analysis	Poetry and Short Story Connections	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.	2 or 3-45 min class periods
Dystopian Novel Analysis	What are the Implications?	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?	1-45 min class period

Assessment Leveling Guide		
Grade: 7, ELA--Reading		
ADVANCED	In addition to PROFICIENT, in-depth inferences or applications.	
	Approaching Advanced	In addition to PROFICIENT performance, in-depth inferences and applications with partial success.
 PROFICIENT	The student exhibits no major errors or gaps in the TOPIC PRIORITY STANDARDS (complex ideas and processes).	
	Approaching Proficiency	No major errors or gaps in BASIC content and partial knowledge in PROFICIENT content.
BASIC	The student exhibits no major errors or gaps in the simpler details and processes.	
	Approaching Basic	Partial understanding of the BELOW BASIC content with major errors or gaps in PROFICIENT content.
BELOW BASIC	The student exhibits major errors or gaps in the simpler details and processes. The student cannot independently provide evidence of learning the content.	
NO EVIDENCE	The student has produced no evidence.	

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.

Symbols:

This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.