7th Grade Quarter 4
Close Encounters with Text

Unit Overview: The overall goal of this unit is for students to apply all the reading, writing, speaking, and listening strategies and skills they have learned this year. Students will explore literary characteristics to understand how science fiction compares to other genres by reading and discussing a science fiction novel. For the common assignment, students will research a chosen topic that was inspired by one of the novels they read this quarter. The unit ends with students' presentations of the information they learned through this research.

Stage 1 - Desired Results

Note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit's learning activities and assessments.

Overarching Goal Statements

Note: These standards are emphasized as goals in all units for their importance and application to all of the standards within their strand.

Reading: Literature	Reading: Informational Text	Writing	Speaking and Listening	Language
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (**RL.7.10**).	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range (**RI.7.10**).	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (**W.7.10**).	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)(**SL.7.6**)	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (**L.7.6**).

Standards

Note: The following priority and supporting standards are specific to this unit. To see the quarterly standards for all grade levels, see the **6th-12th Grade ELA Standards Map**.

Priority Standards: This is a list of the carefully selected grade-specific and course-specific standards that students must know and be able to do by the end of each school year. The following standards will be

ELP Standards: There are 10 English Language Proficiency (ELP) standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in English language arts. ELPs have been

Supporting Standards: These standards *support, connect to, or enhance* the Priority Standards. They are taught *within the context* of the priorities and often serve as instructional scaffolds, but they do

prioritized in the instruction and assessments of this quarter.	aligned with the priority standards of the unit.	not receive the *same* degree of emphasis.
RL.7.2 **RI.7.5**	**ELP Standard 6-8.1**	RL.7.1 RL.7.3 RL.7.7 RI.7.1 RI.7.3
RL.7.4	**ELP Standard 6-8.8**	
W.7.2 **W.7.4** **W.7.7**	**ELP Standard 6-8.2** (W.7.6) **ELP Standard 6-8.3** **(W.7.2)** **ELP Standard 6-8.5** **(W.7.7,** W.7.8, and W.7.9) **ELP Standard 6-8.7** (W.7.5) **ELP Standard 6-8.9** **(W.7.4)**	W.7.5 W.7.6 W.7.8 W.7.9
SL.7.1 **SL.7.4** **SL.7.5**	**ELP Standard 6-8.1** (SL.7.2) **ELP Standard 6-8.2** **(SL.7.1)** **ELP Standard 6-8.6** (SL.7.3) **ELP Standard 6-8.3, 4, 5, and 9** **(SL.7.4)**	SL.7.2 SL.7.3
L.7.4	**ELP Standard 6-8.8**	L.7.5

Essential Questions	Understandings
Students will keep considering: 1. How does science fiction differ from other genres? 2. How does a writer organize information to help the reader understand the topic? *Post Essential Questions in room and refer to often throughout unit. The essential questions should be the drivers of the unit.*	**Students will understand that:** ● Each genre has its own unique characteristics. ● A writer uses various techniques such as text structure, visuals, formatting, sequencing, etc. to clearly communicate a topic.

Knowledge	Skills

Students will acquire knowledge of:
 	
    ● Characteristics of genres
    ● Science fiction
W.2
    ● Relevant facts
    ● Cohesion
    ● Credibility of sources
    ● Plagiarism
    ● MLA citation
W.7
    ● Research question
SL.4
    ● Pertinent descriptions
 	
*See Literary Toolbox for 7th grade for a comprehensive list of literary and writing terms.
	Students will be able to:
	
	    ● Demonstrate the ability to:
	       ○ Comprehend, analyze, and critique a variety of increasingly complex texts,
	       ○ Develop appropriate grade level skills in writing,
	       ○ Develop appropriate grade level skills in language, and
	       ○ Develop appropriate grade level skills in speaking and listening
	based on the standards at or above 7th grade level.

Stage 2 - Assessment Evidence

Note: Stage 2, which provides the unit assessments, is also a required element. The following District Formative Assessments (DFAs) are collaboratively designed by a grade- and course-level teams and include a system of intentionally aligned components that work together to improve student learning.

Pre-Assessment	Summative Assessment
Pre DFA	**Post DFA** **and** **Common Assignment - Research and Presentation**

Stage 3 - Learning Activities

Note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit's expectations; however, based on the needs of students, teachers may modify the order and time-allotment of Stage 3 activities, as well as supplement with

grade-appropriate texts and lessons. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.

 Technology Integration

 Language Support

 Pre-AP Vertical Alignment

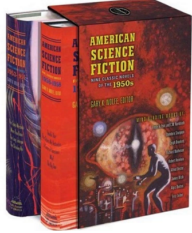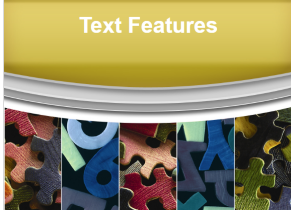 **Instructional Strategies**

 ACT Resources and Support

 Lessons with Embedded *Empowering Writers'* Strategies

Instructional Resources

Suggested Timeline

Week 1	 **Pre DFA**	 **Introduction to Unit** **SL.7.1**	 **Characteristics of a Genre** RL.7.3 **RL.7.10**	 **Introduce Common Assignment - Research and Presentation** **W.7.2 W.7.4 W.7.7 SL.7.4** **SL.7.5 SL.7.6** W.7.5 W.7.6 W.7.8 W.7.9 SL.7.3	 **Diverse Presentations of Science** **Fiction Text** SL.7.2

Week 2	 **Analyzing Effects of an Audio - "War of the Worlds"** RI.7.3 RI.7.7	 **Analyzing Interactions of Individuals and Events - Reaction to "War of the Worlds"** RI.7.3

Weeks 3-5

Literature Circle or Class Book Study
RL.7.2 RL.7.4 SL.7.1 SL.7.4 L.7.4
RL.7.1 RI.7.1 RL.7.3 L.7.5 |

Use of Text Structure to Develop of Ideas
RI.7.5 |
| **Weeks 6-8** |

Common Assignment

Post DFA | |
| **Week 9** |

Remediation or Extension | |

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