

7th Grade Reading Unit 2- Classic Texts of High Complexity

Content Area: **Reading**
Course(s): **Great Books 7, Jr. Great Books 7**
Time Period: **Generic Time Period**
Length: **40 days**
Status: **Published**

Established Goals/Standards

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| LA.RL.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. |
| LA.RL.7.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. |
| LA.RL.7.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |
| LA.RI.7.1 | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.7.2 | 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. |
| LA.RI.7.3 | Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |
| | Craft and Structure |
| LA.RI.7.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RI.7.5 | Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. |
| LA.RI.7.6 | 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. |
| LA.RI.7.7 | Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| LA.RI.7.8 | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| LA.RI.7.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| LA.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| LA.W.7.5 | With some guidance and support from peers and adults, develop and strengthen writing |

as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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| LA.W.7.7 | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| LA.W.7.8 | 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. |
| LA.W.7.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.SL.7.1 | 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. |
| LA.SL.7.1.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. |
| LA.SL.7.1.B | Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. |
| LA.SL.7.1.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. |
| LA.SL.7.2 | 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. |
| LA.SL.7.4 | 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. |
| LA.SL.7.5 | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. |
| LA.SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.7.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. |
| LA.L.7.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| LA.L.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. |

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How do literary elements and devices work to impact texts?
- How does the author's use of point of view impact readers' perceptions of and reactions to characters in a text?
- What are details that make a story seem realistic?
- What can a reader learn from reading historical fiction?

- What makes characters in fiction and historical believable?
- Why do characters do what they do and feel how they feel?

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- A reader can learn historical facts and events after reading historical fiction.
- An author uses figurative language and details to make a story believable.
- An authors point of view can impact a reader's perception by creating believable characters.
- Authors use literary elements and devices to enhance the text and story.
- Seeing the world through eyes of others, no matter how different from you they are, helps us become proficient readers and writers.
- The characters come before the story. Understanding a character's motives helps a reader to understand the plot.

Content

- antagonist
- characterization
- comic relief
- cultural beliefs in history
- figurative language
- Mediveal England
- plot
- Post Civil War America
- protagonist
- superstitions

Resources

Please add your Resources by clicking on the Lists tab above.

- A Wrinkle in Time
- Characters in Conflict (GB - The Most Dangerous Game, To Build a Fire, The Birds, The Cask of Amontillado)
- Freak the Mighty (JGB)
- Selected Readings from McDougal Littell (JGB - The GLorious Whitewasher) (GB - The Necklace, The Monkey's Paw, The Tell Tale Heart, The Lady, or the Tiger?)
- The Adventures of Tom Sawyer (JGB)
- The Pearl (JGB)

