

# Level 2: Unit 1: The Choices We Make

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **30 days**  
Status: **Published**

## Unit Overview

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This unit introduces the yearlong focus on “choices,” using a variety of genres to investigate this theme. You will examine texts that present characters who, for personal or cultural reasons, have made choices about the way they live their lives. You will analyze fiction and nonfiction texts and create and present original works that express the concept of choice. In creating these original texts, you will engage in the writing process, including collaborating with your peers in Writing Groups.

## Transfer

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- Analyzing literature using the language of literary analysis
- Making careful observations of textual detail
- Reading widely from fiction and nonfiction
- Creating reflective writing
- Using strategies to revise the content and organization of a text

## Meaning

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### Understandings

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- To apply techniques to create coherence and sentence variety in writing
- To apply revision techniques in preparing drafts for publication
- To analyze genres and their organizational structures
- To examine the function of narrative elements

### Essential Questions

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- How do authors use narrative elements to create a story?

- What are the elements of effective revision?

## **Application of Knowledge and Skill**

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### **Students will know...**

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#### Academic Vocabulary

Effect

Coherence

Internal Coherence

External Coherence

#### Literary Terms

genre

denotation

connotation

figurative language

narrative

sensory details

folklore

myth

symbol

#### Language and Writer's Craft

Sentence Variety (1.5)

Coherence (1.6)

Commas (1.8)

## **Students will be skilled at...**

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### ***Part One***

Describe an incident relating to *choice* and *consequence*.

Explain response to incident.

Reflect on lesson learned.

Organize a logical sequence of events.

Use transitions to signal shifts and to create coherence.

Use connotative words and descriptive details (sensory and figurative language) for effect.

Use precise diction and a variety of sentence structures.

Demonstrate command of conventions.

Work through all stages of the writing process.

Collaborate in Writing Groups to give and receive specific feedback.

Outline and implement an effective revision plan.

Explain reasons for revisions.

### ***Part Two***

Describe a natural phenomenon that teaches a lesson.

Develop characters through dialogue and actions.

Use visual techniques and symbols for effect.

Use elements of plot to create a logical even sequence.

Use transitions to signal shifts and to create coherence.

Use connotative words and descriptive details (sensory and figurative language) to create characters, setting, and events.

Use a variety of sentence structures.

Demonstrate command of conventions.

Work through all stages of the writing process.

## **Academic Vocabulary**

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Effect

Coherence

Internal Coherence

External Coherence

### Literary Terms

genre

denotation

connotation

figurative language

narrative

sensory details

folklore

myths

symbol

## **Learning Goals**

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By the end of Unit 1, students will:

- analyze genres and their organization structures (level 4)
- examine the function of narrative elements (level 4)
- apply techniques to create coherence and sentence variety in writing (level 4)
- apply revision techniques in preparing drafts for publication (level 4)

### **1.1 Previewing the Unit - 1 period**

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SWBAT:

- Preview the big ideas and vocabulary for the unit.
- Identify and summarize the knowledge and skills necessary to complete Embedded Assessment 1 successfully.

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.

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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## 1.2 Exploring the Concept of Choice - 1 period

SWBAT:

- Paraphrase and analyze quotes related to choices
- Select a text for an Independent Reading Plan based on texts read in the past and prepare a portfolio for writing throughout the unit.

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.

LA.W.7.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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## Formative Assessment Opportunities

- Digital Assessment: Activity Quiz 1.2

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## 1.3 Choices and Consequences: Paired Poetry - 1 period

**Poetry:** "The Road Not Taken" by Robert Frost

"Choices" by Nikki Giovanni

SWBAT:

- Evaluate details in two poems to understand the choices presented and to infer the poems' themes
- Analyzed the effect of poetic conventions, including figurative language, on the mood and tone of the two poems

- Integrate ideas from multiple texts to build knowledge and vocabulary about choices and how they impact our lives

LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.
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.7.9	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.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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of 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.

## **Formative Assessment Opportunities**

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- Digital Assessment: Activity Quiz 1.3
- Knowledge Quest p.11, 12, 14, & 16
- Writing Prompt p.16

## **1.4 Exploring the Personal Narrative - 1-2 period(s)**

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Personal Narrative: "The Scholarship Jacket" by Marta Salinas

## SWBAT:

- Analyze the use of text structures to effectively recount a personal narrative
- Summarize a personal narrative by presenting the central incident, response, and reflection in the proper order

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.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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.
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).
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.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.

## Formative Assessment Opportunities

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- Digital Assessment: Activity Quiz 1.4
- Incident/Response/Reflection Chart p.23
- Writing Prompt p.24

## Language Checkpoint

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- Possessive Nouns

## 1.5 Analyzing Language

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**Autobiography:** from *Bad Boy* by Walter Dean Myers

## SWBAT:

- Analyze the plot elements of a personal narrative, looking for a logical sequence of events
- Write a personal narrative that includes an incident, response, and reflection

LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.L.7.2.B	Spell correctly.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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.
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).
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.

## **Formative Assessment Opportunities**

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- Digital Assessment: Activity Quiz 1.5
- Narrative Writing Prompt p.36

## **Language and Writer's Craft**

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- Sentence Variety

## **1.6 Timed Writing: Choosing a Topic and Drafting a Personal Narrative - 1-2 period(s)**

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## SWBAT:

- Plan a first draft response to a writing prompt
- Develop and revise a writing plan within a writing group
- Correctly use punctuation and transitions

LA.L.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
LA.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.
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.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.

## Formative Assessment Opportunities

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- Digital Assessment: Activity Quiz 1.6
- Writing Prompt p.38

## Language and Writer's Craft

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- Coherence

## 1.7 Once Upon a Time: Revising the Beginning - 1 period

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### SWBAT:

- Examine the effectiveness of narrative openings
- Revise an introduction, focusing on clarity, word choice, and organization

LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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LA.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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.
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.

## **Formative Assessment Opportunities**

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- Digital Assessment: Activity Quiz 1.7
- Narrative Lead Chart p.41

## **1.8 Can You Sense It? Revising the Middle - 1 period**

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**Personal Narrative:** “Why Couldn't I Have Been Named Ashley?” by Imma Archilike

SWBAT:

- Identify and use sensory language and details to convey deeper meaning
- Revise a draft for word choice

LA.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
LA.L.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
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.
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.

## Language and Writer's Craft

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- Commas

## Formative Assessment Opportunities

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- Digital Assessment: Activity Quiz 1.8
- Incident/Response/Reflection Chart p.46
- Picture Description p.47

## Grammar & Usage

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- Comma Usage
- Compound-Complex Sentences

## 1.9 Tie It Together: Revising the Ending – 1 period

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SWBAT:

- Understand how the narrative ending contributes to the author's purpose
- Revise the narrative ending to ensure clarity of story and message

LA.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

LA.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

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.

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.

## Formative Assessment Opportunities

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- Digital Assessment: Activity Quiz 1.9
- Effective Endings Chart p.49

## **Part 1 - Summative Assessment - Revising a Personal Narrative About Choice - 2 periods**

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SWBAT:

- Revise a previously written personal narrative
- Utilize revision techniques through a collaborative process
- Write a reflection on changes made and explanation of effect of changes on writing

LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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.

### **1.10 Unpacking Embedded Assessment 2 - 1 period**

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SWBAT:

- Engage in meaningful discourse within a collaborative group
- Discuss the importance of revision to the writing process

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.
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.
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.

### **Formative Assessment Opportunities**

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- Digital Assessment: Activity Quiz 1.10

## 1.11 Expanding Narrative Writing: Myths and Folklore - 1 period

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SWBAT:

- Identify the structure and purpose of myths, as well as, demonstrate knowledge of the literary genre of myths
- Analyze how plot elements and plot structure advance the narrative of the story
- Understand and describe how authors use figurative language to achieve a specific purpose

LA.L.7.5.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.

## Formative Assessment Opportunities

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- Digital Assessment: Activity Quiz 1.11

## 1.12 Poor Choices: "Phaethon" - 2 periods

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**Myth:** "Phaethon" by Bernard Evslin

SWBAT:

- Analyze how characters' motivations and behaviors influence the events of a story
- Identify how plot elements, such as conflict and climax, advance the narrative of a story
- Analyze how a story's theme and setting influence character development

LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

## Formative Assessment Opportunities

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- Digital Assessment: Activity Quiz 1.12
- Writing to Sources: Informational Text p.66

### 1.13 A Matter of Pride - 1 period

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**Myth:** “Arachne” by Olivia E. Coolidge

SWBAT:

- Compare and contrast character traits across multiple myths
- Analyze the relationship between character and plot and between conflict and resolution

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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10	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.

## Formative Assessment Opportunities

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- "Wanted" Poster p.72
- Character traits chart p.71

- Digital Assessment: Activity Quiz 1.13
- Myth Chart p.71

## 1.14 Animals as Symbols - 1 period

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**Fable:** "The Burro and the Fox" by Angel Vigil

SWBAT:

- Engage in a productive discussion within a collaborative group
- Describe how figurative language and symbolism are used to convey a specific meaning

LA.L.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.L.7.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.

## Formative Assessment Opportunities

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- Digital Assessment: Activity Quiz 1.14
- Symbolic Animal Chart pg. 77

## 1.15 Creation Stories from Around the Globe - 2 periods

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**Informational Text:** "In the Beginning: Creation Stories from Around the World" by Virginia Hamilton

**Myth:** "Huveane and Clay People" from *Voices of the Ancestors: African Myth* by Tony Allan, Fergus Fleming, and Charles Phillips

**Myth:** "Mbombo" from *Voices of the Ancestors: African Myth* by Tony Allan, Fergus Fleming, and Charles Phillips

**Myth: "The Creation of Earth, Sky, Animals, and Man" by Edward Morris Opler**

**SWBAT:**

- Use ideas presented in an informational text to analyze and compare creation myths
- Create an original myth explaining a phenomenon of nature

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.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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.
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.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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.

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**Formative Assessment Opportunities**

- Digital Assessment: Activity Quiz 1.15
- Element & Explanation Chart p.86
- Knowledge Quest p.79, 80, 82, & 85
- Natural Phenomenon Graphic Organizer p.87

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**Part 2 - Summative Assessment - Creating An Illustrated Myth - 4 periods**

**SWBAT:**

- Create an original myth that explains a belief, custom, or natural phenomenon through actions of gods or heroes, while teaching a lesson or moral
- Provide illustrations that complement the myth
- Take the myth through all the stages of the writing process
- Reflect on the process used to create an original myth



LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **21st Century Life and Careers/Technology**

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CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

## **Formative Assessment and Performance Opportunities**

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- Writing Workshop 1: The Writing Process
- Writing Workshop 7: Narrative Nonfiction

## **Accommodations and Modifications**

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Text from ELA	ELD Activities on SpringBoard Digital	Differentiated Instruction
<b>Activity 1.4</b> “The Scholarship Jacket,” by Marta Salinas	1.4a: Academic and Social Language Preview	Vocabulary Development
	1.4b: Interpreting the Text Using Close Reading	Close Reading
	1.4c: Collaborative Academic Discussion	Analyzing, Discussing the Text
<b>Activity 1.8</b> “Why Couldn’t I Have Been Named Ashley?” by Imma Achilike	1.8a: Academic and Social Language Preview	Vocabulary Development
	1.8b: Interpreting the Text Using Close Reading	Close Reading
	1.8c: Collaborative Academic Discussion	Analyzing, Discussing the Text
<b>Activity 1.12</b> “Arachne,” by Olivia E. Coolidge	1.12a: Academic and Social Language Preview	Vocabulary Development
	1.12b: Interpreting the Text Using Close Reading	Close Reading
	1.12c: Collaborative Academic Discussion	Analyzing, Discussing the Text

- 1.12 guide students through comprehension questions, model highlighting textual evidence
- 1.15 Provide students with an outline or graphic organizer to assist with myth-writing containing all Embedded Assessment #2 components
- 1.2 model an example of paraphrasing and guide students in explaining his/her choice
- 1.3 build topic sentence for writing prompt with the class to guide the content of their paragraphs
- Differentiation Options in Unit Lessons 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 1.9, 1.13, 1.14, 1.15
- Grammar & Usage
- Grammar Handbook
- Signal Boxes: Vocabulary & Literary Terms
- Sustained Silent Reading

## Interdisciplinary Connections

- Mythology

## Unit Resources

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- See graphic organizers in back of Springboard book
- SpringBoard Grammar and Usage Handbook
- SpringBoard Literature Circles: Independent Reading