

Level 2: Unit 1: POR

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **Generic Time Period**
Length: **31 days**
Status: **Published**

Unit Overview

This unit introduces the yearlong focus on “choices,” using a variety of genres to investigate this thematic concept. 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 your own connections to the texts in relationship to the choices you face. In creating these original texts, you will engage in the writing process, including collaborating with your peers in Writing Groups.

Transfer

- 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

Understandings

- 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

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

- What are the elements of effective revision?

Application of Knowledge and Skill

Students will know...

Academic Vocabulary

Effect

Effective

Consequences

Coherence

Internal Coherence

External Coherence

Theme

Metaphor

Objective

Subjective

Literary Terms

genre

denotation

connotation

stanza

narrative

sensory details

figurative language

characterization

myth

plot

symbol

symbolism

objective camera angle

subjective camera angle

Language and Writer's Craft

Verb Tenses

Creating Coherence and Sentence Variety

Analogies

Coherence

Punctuating Coordinate Adjectives

Pronouns and Antecedents

Students will be skilled at...

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.

Use dialogue to develop characters.

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

Effect

Effective

Consequences

Coherence

Internal Coherence

External Coherence

Theme

Metaphor

Objective

Subjective

Literary Terms

genre

denotation

connotation

stanza

narrative

sensory details

figurative language

characterization

myth

plot

symbol

symbolism

objective camera angle

subjective camera angle

Learning Goals

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

SWBAT:

- Analyze the skills and knowledge necessary for success in this unit
- Activate prior knowledge and preview the unit's essential questions, academic vocabulary, and embedded assessments

*Utilize QHT chart and unpacking poster to reinforce skills. Focus on these strategies.

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.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.

1.2 Exploring the Concept of Choice - 1 period

SWBAT:

- Paraphrase and analyze quotes related to choices
- Connect personal ideas about choice to the ideas of others
- Consider choices for independent reading

*Focus on p.5 (paraphrase and personal response) and p.8 writing as a process

*Create writing portfolio

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.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.

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.

1.3 Choices and Consequences - 1 period

Poetry: "The Road Not Taken" by Robert Frost

"Choices" by Nikki Giovanni

SWBAT:

- Utilize key vocabulary to analyze a writer's craft
- Analyze poetry, focusing on choice and consequence
- Compare and contrast how writers use diction for effect

*Utilize TP-CASTT chart for poems if necessary.

*Certain classes may need words for chart on p.12

*Complete Writing Prompt on p.13

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.7.10

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.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.L.7.1.A	Explain the function of phrases and clauses in general and their function in specific sentences.
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.A	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
LA.L.7.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
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.
CCSS.ELA-Literacy.W.7.9.a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast 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”).

1.4 The Idea of Choice - 1-2 period(s)

Novel: Excerpt from *Staying Fat for Sarah Byrnes* by Chris Crutcher

SWBAT:

- Understand the key components of an effective narrative
- Apply narrative elements to story telling
- Draft ideas about a narrative including an incident, a response, and a reflection

*Review parts of a narrative

*Must complete freewrite (#7 on p.17); it's essentially the rough draft of the embedded assessment

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.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.7.4	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.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).

1.5 Analyzing Incident, Response, Reflection - 1 period

Autobiography: from *Dust Tracks on a Road* by Zora Neale Hurston

SWBAT:

- Analyze a narrative work using incident, response, and reflection
- Analyze the organization structure of a personal narrative

*Review and incorporate narrative elements

*Complete Quickwrite on p.18 and make sure to do #4 on p.19

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.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.

1.6 Analyzing Language - 2 periods

Memoir: from *Bad Boy* by Walter Dean Myers

SWBAT:

- Analyze the language of a personal narrative to determine how language shapes character and events
- Analyze for multiple incidents and responses to determine effect

*Focus on 1-3 p.21 and writing prompt on p.27

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.7.3	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.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.

1.7 Timed Writing: Choosing a Topic and Drafting a Personal Narrative - 1 or 2 period(s)

SWBAT:

- Analyzing the elements of, and respond to, a writing prompt

- Identify and apply the roles within a writing group while sharing and responding to draft texts

*Focus on Writing Prompt p.29.

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.7.4	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.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.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.

1.8 Once Upon a Time: Revising the Beginning - 1 period

SWBAT:

- Analyze the effectiveness of narrative openings
- Revise opening paragraphs to enhance effectiveness

*Focus on types of leads. Make sure students narratives contain one of the three in their revisions.

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.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.7.5	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.

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.

1.9 Can You Sense It? Revising the Middle - 1 period

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

SWBAT:

- Identify effective use of sensory and figurative language
- Revise a narrative draft by adding descriptive language

*Focus on #1 p.33, literal vs sensory descriptions on p.36-37 (use different pictures), and revising middle of narrative draft using looping.

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.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.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.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.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.

1.10 Tie It Together: Revising the Ending – 1 period

SWBAT:

- Analyze and evaluate narrative endings
- Apply an understanding of the purpose of the ending by revising a narrative ending

*Focus on questions on p.40 to aid in revision.

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.7.5

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.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.

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

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.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.7.3.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.

1.11 Previewing Embedded Assessment 2: Expanded Narrative Writing - 1 period

SWBAT:

- identify the knowledge and skills needed to complete Embedded Assessment 2 successfully, and reflect on prior learning that supports the knowledge and skills needed
- identify narrative elements and the purpose of myths

*Focus on plot elements throughout

*Review QHT

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.

1.12 Poor Choices: "Phaethon" - 2 periods

Myth: "Phaethon" by Bernard Evslin

SWBAT:

- Identify key plot elements of conflict and climax

- Analyze how character is developed through words and actions

*Read *Phaethon* to the students, fill out a plot diagram for it, complete chart on p.56, and guide students through the writing prompt (focus on characterization to help them write: dialogue, actions, personality)

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.7.10	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.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.7.10	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.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CCSS.ELA-Literacy.W.7.9.a	Apply grade 7 Reading standards to literature (e.g., “Compare and contrast 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”).

1.13 Flight to Freedom - 1-2 period(s)

Myth: "Daedalus and Icarus" from *Greek Myths* by Geraldine McCaughrean

SWBAT:

- Analyze how theme is conveyed in a story based on a myth
- Apply the conventions of dialogue paragraphing in a story

*Try to go over all elements of the lesson if possible, especially reading the myth and completing the writing prompt.

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.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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.7.4	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.7.10	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.
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.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.

1.14 A Matter of Pride - 1 period

Myth: “Arachne” by Olivia E. Coolidge

SWBAT:

- Compare and contrast character traits that lead to self-destruction as presented in Greek myths
- Analyze the relationship between character and plot and between conflict and resolution

*Keep as is

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.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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.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.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.

1.15 Symbolic Thinking - 1 period

SWBAT:

- Analyze and apply symbols used in mythology

*Keep as is

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.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.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.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.

1.18 Creation Myths from Around the Globe - 2 periods

Informational Text: "A Note from the Author" by Virginia Hamilton

Myth: "Huvene 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: "Raven and the Sources of Light" by Donna Rosenberg

SWBAT:

- Compare the genre of information text to fictional narratives
- Analyze and compare creation myths
- Create an original myth explaining a phenomenon of nature

*Focus on stories and graphic organizer (p82)

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.7.10	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.7.2	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.7.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.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.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
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.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.7.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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.

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

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.7.4	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.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.

Unit Reflection- ½ period

SWBAT:

- Monitor comprehension and growth through a reflective process
- Synthesize understanding of individual reading and writing processes and strategies
- Self-assess mastery of key concepts and terms

LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis
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	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.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.7.6	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.7.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.7.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.7.CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

21st Century Life and Careers

WORK.5-8.9.1.8.A	Critical Thinking & Problem Solving
WORK.5-8.9.1.8.B	Creativity and Innovation
WORK.5-8.9.1.8.C	Collaboration, Teamwork and Leadership
WORK.5-8.9.1.8.D	Cross-Cultural Understanding and Interpersonal Communication
WORK.5-8.9.1.8.E	Communication and Media Fluency

Formative Assessment and Performance Opportunities

- SpringBoard Online Unit 1 Assessment
- SpringBoard Portfolio: Unit Reflection
- SpringBoard Writing Workshop 1: The Writing Process
- SpringBoard Writing Workshop 4: Narrative Writing
- SpringBoard Writing Workshop 7: Short Story

Accommodations and Modifications

- Differentiation Options in Unit
- Grammar & Usage
- Grammar Handbook
- Signal Boxes: Vocabulary & Literary Terms
- Sustained Silent Reading

Interdisciplinary Connections

Unit Resources

- SpringBoard Grammar and Usage Handbook
- SpringBoard Literature Circles: Independent Reading