

Unit 02: Identity: Characters with Character

Content Area: **English**
Course(s): **ELA 7**
Time Period: **Marking Period 1**
Length: **7 weeks**
Status: **Published**

Summary

Students will use the STEAL method to analyze characterization in various literary selections (speech, thoughts, effect on others, actions, and looks). From that knowledge, students will identify traits revealed through identifying types of literary conflict (internal vs. external) (Character vs. self, vs. nature, vs. society, vs. character). During this unit, students will be writing a Narrative focusing on characterization, plot structure, point of view, dialogue, and MLA format.

Standards

Supplemental Content Standards

ELA.L.SS.7.1.B	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
ELA.L.SS.7.1.C	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
ELA.L.SS.7.1.D	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
ELA.L.SS.7.1.E	Recognize spelling conventions.
ELA.W.NW.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.
ELA.W.NW.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ELA.W.NW.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.
ELA.W.NW.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
ELA.W.NW.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
ELA.W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
ELA.W.RW.7.7	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.

Priority Content Standards

ELA.L.KL.7.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
ELA.RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
ELA.RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
ELA.RL.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
ELA.W.NW.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.
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ELA.W.NW.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.

Interdisciplinary Connections (Standards)

Please select relevant math practice standards, science and engineering practice standards, ELA anchor standards, social studies practice standards. (3-6 total are suggested)

Career Readiness, Life Literacies, and Key Skills PRACTICES

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.

WRK.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

WRK.K-12.P.9

Work productively in teams while using cultural/global competence.

Climate Change Standards

Stage I: Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Describe the relationship between characterization techniques and the development of themes in a story • Cite textual evidence, especially as it relates to characterization • Explain authors' use of literary techniques such as similes, metaphors, and imagery • Use context clues, dictionaries, glossaries, thesauruses to expand vocabulary • Analyze how the setting of a story affects character development • Write a character narrative • Use literary devices in their writing • Use appropriate vocabulary, sentence variety, and grammar correctly • Incorporate and implement elements of plot structure into writing • Use proper grammar and sentence structure in their writing • Incorporate the stages of writing to increase the ease and effectiveness of the writing process 	
<i>Mastery</i>	
Big Ideas/<u>Enduring Understanding</u>	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Through conflict a character's personality is revealed. • A character's personality can be identified through direct and indirect characterization. • Characterization is identifying personality traits of the character. • Literary elements of a story should all be 	<ul style="list-style-type: none"> • What obstacles stand in the way of you achieving your dreams? • How can a person navigate their obstacles without losing their integrity? • How can conflict highlight a person's character? • Who has made you a better person? • What makes something valuable?

<p>developed with the same goals in mind.</p> <ul style="list-style-type: none"> • Authors choose how to present their characters but allow the reader to interpret their own understanding of characters as well. • The use of setting affects the outcome of the story. 	<ul style="list-style-type: none"> • How do components of a story work together to promote the author's purpose? • How do indirect characterization strategies help a story achieve its goals? • How does the setting affect the plot? • How does the overall writing technique improve the validity of the story?
Acquisition	
<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • How to identify direct and indirect characterization in a text. • Direct characterization is when the author states directly a trait or detail. • Indirect characterization is when the reader analyzes the character's thoughts, speech, effect on others, actions, and looks to identify personality traits. • How to identify different types of conflict and how conflict reveals a character's personality traits. • Elements of a story must work together to achieve the author's purpose/theme. • The functionality of elements of the plot diagram • How a character's traits, values, and choices may influence the plot. • Short stories have a message, moral, or lesson. • Editing and Revising Process 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Identifying both indirect and direct characterization examples. • Supporting personality traits identified by utilizing text evidence that reflects direct or indirect characterization. • Identifying different types of conflict. • Explaining how conflict reveals a character's personality traits. • Crafting an effective hook for readers • Building tension in the exposition and rising action of the story. • Implementing sentence variety and literary devices. • All facets of the writing process

Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessment
<ul style="list-style-type: none"> • Close Reading Graphic Organizers for stories that focus on identification of Characterization (Direct/Indirect) 	<ul style="list-style-type: none"> • RACECE Writing samples with rubric revisions

<ul style="list-style-type: none"> • RACECE: samples with rubric • Hooks • Endings • Graphic Organizers • Sentence Variety Assignments 	<ul style="list-style-type: none"> • Vocabulary: Assessments with Context Clues • Reading Checks • Characterization Identification Assessment • Student Choice Narrative Essay
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Modifications

STAGE II Assessment Evidence	
Practice	Assessment
<ul style="list-style-type: none"> • Bold key words • RACECES: samples with rubric, graphic organizers provided • Graphic Organizers/Guided notes with fill in the blank • Sentence Variety Assignments • GimKit/Blooket Review Games 	<ul style="list-style-type: none"> • One less multiple choice option • Bold key words • Drop down for vocabulary assessments • RACECES graphic organizers

Acceleration

Stage III: Learning Plan

Weekly, students may be assigned:

- Everyday Edits that correspond to events on the calendar or anniversaries of historical events.
 - Journals that will be assigned and collected in a portfolio-style manner.
 - Nonfiction articles of current events or student choice.
 - Sustained silent reading.
 - Prefix, Suffix, and Root Word Exploration.
 - Assessments based on Content Relevant Vocabulary.
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- Week 1A: Direct and Indirect Characterization (students will practice identifying & creating direct characterization examples)
 - Week 1B: Read “Amigo Brothers,” by Piri Thomas (model close reading strategies and identifying examples of direct characterization from the text using RACE writing strategy)
 - Week 1C: Discussion Board: How can a person navigate their obstacles without losing their integrity?

- Week 1D: Read "Every Day We Get More Illegal" by Juan Felipe Herrera and compare / contrast text to "Amigo Brothers"
- Week 2A: Read "One Friday Morning," by Langston Hughes (model close reading strategies and compare/contrast to "Alone" by Maya Angelou; identify examples using STEAL and RACECE strategies)
- Week 2B: Picture Prompts
- Week 2C: Elements of Plot
- Week 3A: POV
- Week 3B: Conflict and Characterization (students will practice identifying & creating examples)
- Week 3C: Read/analyze internal conflict and doing what is right in the poem 'The Voice' by Shel Silverstein
- Week 3D: Read "The Scholarship Jacket," by Marta Salinas (identify examples of both direct and indirect characterization; identify examples of the type of conflict the protagonist faces)
- Week 3E: Using the RACECE writing strategy explain how the story's conflict revealed the character's personality traits.
- Week 3F: Brainstorming Stage
- Week 3G: What I Notice...
- Week 4A: Elements of Plot
- Week 4B: Drafting Stage
- Week 4C: Sentence Structure and Variety
- Week 4D: Read "Everyday Use" by Alice Walker (identify examples of both direct and indirect characterization using a character chart; identify the type of conflict the character is faced with).
- Week 4E: Using the RACECE writing strategy explain how the story's conflict revealed the character's personality traits.
- Week 5A: Read Excerpt from Melissa by Alex Gino (identify examples of both direct and indirect characterization using a character chart; identify the type of conflict the character is faced with).
- Week 5B: Using the RACECE writing strategy explain how the story's conflict revealed the character's personality traits.
- Week 5C: Discussion Board/Do Now: What obstacles stand in the way of you achieving your dreams?
- Week 6: Revisions and Editing/Teacher Conferences
- Week 7: Gallery Walk and Constructive Criticism

Modifications

- Differential instructional methods
- Rephrasing content
- Demonstrating (modeling) desired outcomes. Checking understanding. Alternative forms of assessing knowledge and skill acquisition. Audio versions of texts offered along with digital versions. Color coding and spatial separation of question items.
- ["The Scholarship Jacket"](#) by Marta Salinas audio read-aloud
- Teacher-made read-alouds of other short stories in unit using Loom

Week 1A

- Introduce direct and indirect characterization resource (parts of STEAL)
- Guided notes/fill in the blank

Week 1B

- Begin reading "Amigo Brothers"
- Graphic organizer
- Provide audio book or read aloud option to students

Week 1C

- Discussion board: How can a person navigate their obstacles without losing integrity?
- Provide shorter number of sentences to be written in the response (ex. 2-4 sentences instead of 3-5)

Week 1D

- Begin reading "Every Day We Get More Illegal" by Juan Felipe
- Graphic organizer
- Provide audio book or read aloud option to students

Week 2A

- Finish reading "Every Day We Get More Illegal" by Juan Felipe and compare to "Amigo Brothers" by Piri Thomas
- Provide audio book or read aloud option to students
- Model close reading strategies and compare/contrast using elements of STEAL and RACECES

Week 2B

- Picture Prompts

- Write a picture prompt independently
- Have conferences with students as they work

Week 2C

- Introduce elements of plot resource
- Guided notes/fill in the blank

Week 3A

- Introduce elements of point of view resource
- Guided notes/fill in the blank

Week 3B

- Introduce conflict resource
- Guided notes/fill in the blank

Week 3C

- GimKit/Blooket review of elements of plot, POV, and conflict
- Begin reading “The Voice” by Shel Silverstine
- Provide audio book or read aloud option to students

Week 3D

- Begin reading “The Scholarship Jacket” by Marta Salinas
- Provide audio book or read aloud option to students
- Graphic organizer
 - Identify direct and indirect characterization
 - Identify types of conflict faced by protagonist

Week 3E

- RACECES response using “The Scholarship Jacket” by Marta Salinas
 - How does the story’s conflict reveal the protagonist’s character traits?

Week 3F

- Introduce elements of a narrative slides
- Brainstorming narrative - graphic organizers for character traits and plot structure
- Review elements of plot resource from Week 2C

Week 3G

- “What I Notice About Narrative Writing” discussion
- Read examples and determine what works for narrative writing and what does not work

Week 4A

- Continue brainstorming narrative - graphic organizers for character traits and plot structure

Week 4B

- Begin draft of narrative essay

Week 4C

- Continue draft of narrative essay
- Introduce sentence structure and variety resource
- Sentence structure Blooket

Week 4D

- Read excerpt of “Melissa” by Alex Gino
- Graphic organizer

- Identify examples of direct and indirect characterization using a character chart
- Identify the type of conflict the character is faced with

Week 4E

- RACECES writing strategy
 - How did the story's conflict reveal the character's personality traits?

Week 5A

- Continue RACECES response about "Melissa" by Alex Gino
 - How did the story's conflict reveal the character's personality traits?

Week 5B

- Continue draft of narrative essay
- Peer editing/writer's checklist

Week 5C

- Discussion board: What obstacles stand in the way of you achieving your dreams?
- Provide shorter number of sentences to be written in the response (ex. 2-4 sentences instead of 3-5)

Week 6

- Revisions and editing
- Provide digital writer's checklist
- Conference with students individually to discuss their narrative essay

Week 7

- Gallery walk and constructive criticism

Acceleration

- Increased Vocabulary Expectations
- Provide more complex examples of Hooks and Endings from various novels
- Independent study: Use more complex characters to analyze and discuss
- Assign accelerated students to revise and edit students who need assistance

Diversity, Equity, & Inclusion

- **"Amigo Brothers" by Piri Thomas** features the friendship between Antonio and Felix, two young boys of Puerto Rican descent living in New York City's Lower East Side.
- **"One Friday Morning" by Langston Hughes** centers on Nancy Lee, an African American high school student, and her experiences in a predominantly white school. The plot addresses issues of racial discrimination and the lack of inclusion within the educational system.
- **"Alone" by Maya Angelou**: this poem reflects on the human condition and the interconnectedness of people, transcending racial and cultural differences.
- **"Every Day We Get More Illegal" by Juan Felipe Herrera**: the poem addresses the experiences of immigrants in the United States, particularly those who are undocumented.
- **"The Scholarship Jacket" by Marta Salinas**: the story features Marta, a Mexican American girl in Texas, dealing with the challenges of her cultural and socioeconomic background.
- **"Everyday Use" by Alice Walker**: the story explores African American heritage and the differing perspectives on cultural identity between two sisters, Dee and Maggie.

Specific Resources for Unit

- ["Amigo Brothers," by Piri Thomas](#)
 - [Anticipation Guide](#)
 - [Close Read: Pt 1](#)
 - [Close Read: Pt 2](#)
 - [RACECES response](#)
- [excerpt from Melissa by Alex Gino](#)
 - [Anticipation Guide](#)
 - [Close Read: Pt 1](#)
- ["One Friday Morning," by Langston Hughes](#)
- "Alone" by Maya Angelou
- "Every Day We Get More Illegal" by Juan Felipe Herrera
- ["The Scholarship Jacket," by Marta Salinas](#)

- [Anticipation Guide](#)
- [Close Read: Pt 1](#)
- [Close Read: Pt 2](#)
- [Post Reading: Plot Map](#)
- "Everyday Use" by Alice Walker
 - [Do Now: what is cultural heritage?](#)
 - [Close Read: Pt 1](#)
 - [Close Read: Pt 2](#)
- ["The Teacher Who Changed My Life," by Nicholas Gage](#)
- ["At the Head of her Class and Homeless" by NPR Staff](#)

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.