

# LMS ELA 7 Unit 3

Content Area: **ELA**  
Course(s):  
Time Period: **MP3**  
Length:  
Status: **Published**

## **Unit Overview**

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**Reading Genre Focus:** Literature

**Theme:** Our Values: Past, Present, and Future

**Anchor Text:** The Last Cuentista by Donna Barba Higuera

**Writing Genre Focus:** Argumentative

**Pacing Guide:** Unit 3

**Pre-assessment:** Unit 3

**Benchmark:** Unit 3

## **Targeted ELA Standards**

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Add the appropriate NJSL ELA standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
ELA.L.VL.7.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly

from a range of strategies.

ELA.L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational 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.RI.CI.7.2	Determine a central idea in an informational text 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.RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
ELA.RL.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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.RI.AA.7.7	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.
ELA.RL.CT.7.8	Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
ELA.W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
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.SE.7.6	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.
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.
ELA.SL.PE.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.
ELA.SL.ES.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
ELA.SL.PI.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.

ELA.SL.AS.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five
Reading Focus		Reading Focus		Reading Focus		Writing Focus		Writing Focus
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writing Mini-Lesson
Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction/ Individual Conferences	30 minutes	Small Group Instruction/ Individual Conferences
Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure

\*Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focus).

## Rationale

The theme of this unit centers on Our Values: Past, Present, and Future. Students will engage with texts such as “The Last Cuentista” by Donna Barba Higuera and other district-approved materials to explore how values persist, are contested, and evolve over time, emphasizing the role of storytelling in shaping cultural heritage and identity. By the conclusion of this unit, students will grasp how understanding past, present, and future values illuminates the evolution of societal norms and personal beliefs, influencing our decisions and actions.

Student mastery will be assessed through a benchmark test evaluating their ability to analyze the structures of informational texts, cite textual evidence, draw conclusions, and analyze central ideas. The unit will also assess students' proficiency in argumentative writing, focusing on their ability to explore topics comprehensively and articulate ideas clearly and persuasively. Additionally, students will participate in discussions and collaborative activities to demonstrate their understanding of the role of values and their impact on societies and individuals. These activities will foster critical thinking, reading, writing, and communication skills crucial for their academic growth and personal development.

## **Enduring Understandings**

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### **Overarching Understanding**

Understanding past, present, and future values helps us to see how societal norms and personal beliefs evolve over time and influence our decisions and actions.

<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"><li>• Through analyzing "The Last Cuentista" and related texts, students will explore how values are preserved, challenged, and transformed over time, highlighting the impact of storytelling on cultural heritage and identity.</li><li>• Our values and beliefs are shaped by others and often influence our behavior.</li><li>• It is difficult to know when to take a stand against or challenge the values of society, especially when values conflict with legal codes and can bring about negative consequences.</li></ul>	<ul style="list-style-type: none"><li>• Crafting strong argumentative essays requires the ability to use evidence from texts, analyze different perspectives, and clearly articulate and defend a position on a given topic.</li><li>• Good readers read more than one text to develop a full understanding of a topic.</li><li>• Good readers can decide which author did a more effective job of portraying an aspect of a topic.</li></ul>

## **Essential Questions**

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### **Overarching Understanding**

How do values from the past shape our present and influence our future?

What can we learn from comparing values across different time periods?

<b>Content Specific</b>	<b>Skills Specific</b>
<ul style="list-style-type: none"><li>• How do the values depicted in texts reflect or challenge those of our own time?</li><li>• What happens when the values and belief systems of a person are different from the rest of society?</li><li>• In what ways do people struggle with or uphold traditional values?</li><li>• What role does storytelling play in preserving cultural values and shaping future perspectives?</li></ul>	<ul style="list-style-type: none"><li>• How can we use evidence from texts to support an argument?</li><li>• What strategies can we use to effectively analyze and compare a topic?</li><li>• How do we structure an argumentative essay to clearly communicate our stance?</li><li>• When reading more than one text on the same topic, how can we decide which author portrayed the main idea better?</li></ul>

## Key Resources

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### Novel:

- The Last Cuentista by Donna Barba Higuera

### ML Novel (WIDA Levels 1 & 2):

- Coraline by Neil Gaiman and Coraline: The Graphic Novel by Neil Gaiman and P. Craig Russell

### Black History Month Excerpts

### Women's History Month Excerpts

## Supplementary Resources

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Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

## Skills, Content, Activity, Assessment

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Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
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February	1-2		SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment.	<ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> </ul>
			SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment.	<ul style="list-style-type: none"> <li>• Writing Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• Argumentative essay writing pre-assessment</li> </ul>
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
March	1-2			Reading Mini-lessons:	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Workshop Model</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LMS Suggested Formative Reading</a></li> </ul>

				Writing Mini-lessons:	<a href="#">Suggested Activities/Groups</a>		<a href="#">Assessments</a>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
	3-4			Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
				Reading Mini-lessons:  Writing Mini-lessons:	<ul style="list-style-type: none"> <li><a href="#">Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">LMS Suggested Formative Reading Assessments</a></li> </ul>
April	1		SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.	<ul style="list-style-type: none"> <li>Reading benchmark MP 3</li> <li>Writing benchmark MP 3</li> <li>End of MP reflection</li> <li>Creati</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">End of MP Reflection</a></li> <li><a href="#">Argumentative Essay Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>LinkIt! Benchmark MP 3</li> <li>End of MP Reflection</li> </ul>

			SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.	ng SMART goals			
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**Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>Understanding and using vocabulary in context.</p> <p>Understanding text structures and their effects.</p> <p>Comparing texts on similar topics.</p> <p>Crafting essays with a clear thesis and supporting evidence.</p> <p>Organizing information clearly in essays.</p>	<p>Analyzing and using complex vocabulary; understanding nuances.</p> <p>Analyzing author’s effectiveness in presenting themes.</p> <p>Evaluating how effectively different texts portray values.</p> <p>Developing well-structured argumentative essays with multiple perspectives.</p> <p>Using evidence from texts to build a compelling argument.</p>

**Career Readiness, Life Literacies, and Key Skills**

Please tag the appropriate **2020 NJSL-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on



others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

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.

## **Interdisciplinary Connections**

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How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

SOC.6.1.8.HistoryUP.5.c

Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

SOC.6.3.8.CivicsPI.2

Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

SOC.6.3.8.CivicsPI.4

Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

HE.6-8.2.1.8.EH.2

Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.