Dec. Gr.7: Reading: Fiction

Content Area: **English**
Course(s):
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

In this unit, students learn strategies to use when reading fiction.

Enduring Understandings

Fiction is a genre that calls for different techniques and strategies to aid in reading and comprehension.

Essential Questions

How do we read fiction to understand?

Instructional Strategies & Learning Activities

Fiction Grade 7
Overview
Interactive Read-Aloud Lessons
Lesson 1: The Life of the Story
uses all mentor texts from the unit, specifically I, Robot by Isaac Asimov and Instead of Three Wishes: Magical Short Stories by Megan Whalen Turner.
Rationale: Readers understand that there are different types of fiction texts that share the same purpose of enlightening, entertaining, and involving the audience in the life of the story. Students will build their understanding by asking questions and gathering information about the subgenres of fiction.
Common Core State Standards: RL.7.1, RL.7.3, RL.7.5, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 2: Structuring the World of Fiction
uses all mentor texts from the unit, specifically Rose Blanche by Roberto Innocenti and “Dust Bowl Journey” by Judy Cox from CRICKET Magazine from the Fiction Shared Texts.
Rationale: Readers understand that fiction texts have particular elements and

chronological structures. Students will explore fiction texts, paying particular attention to the story elements and how scenes or chapters fit together to create an overall narrative structure.
Common Core State Standards: RL.7.1, RL.7.3, RL.7.5, SL.7.1, SL.7.6, RL.7.9, RL.7.10, RI.7.10, SL.7.4, L.7.2, W.7.4, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 3: Analyzing the Elements of Drama
uses The Miracle Worker: A Play by William Gibson and "The Fate of Medusa" by Mark Hamilton from the Fiction Shared Texts.
Rationale: Readers recognize that different fiction subgenres, such as drama, contain various elements that are necessary to shape the story. Students will analyze the structure of a play and how the elements of drama contribute to the development of the play and the ideas it conveys.
Common Core State Standards: RL.7.1, RL.7.3, RL.7.5, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, L.7.2, W.7.4, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Questioning, Visualizing, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

uses America Street: A Multicultural Anthology of Stories by Anne Mazer (Ed.).
Rationale: Readers understand that there are different types of conflicts present in fiction. Students will analyze
fiction stories to identify the type, nature, and resolution of conflicts in order to understand how they affect the plot
and characters.
Common Core State Standards: RL.7.1, RL.7.3, RL.7.4, RL.7.6, RI.7.6, SL.7.1, SL.7.6, L.7.4, RL.7.10, RI.7.10,
SL.7.4, W.7.10
Skills and Strategies: Using Schema, Visualizing, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 5: Exploring Characters and Points of View
uses The Mostly True Adventures of Homer P. Figg by Rodman Philbrick and "Dust Bowl Journey" by Judy Cox
from CRICKET Magazine from the Fiction Shared Texts.
Rationale: Readers pay close attention to who is narrating a story and consider how the narrator influences how
the story is told. Students will explore how the author of the historical fiction text The Mostly True Adventures of
Homer P. Figg develops and contrasts the points of view of two different narrators.
Common Core State Standards: RL.7.1, RL.7.5, RL.7.6, SL.7.1, SL.7.6, L.7.4, RL.7.10, RI.7.10, SL.7.4, L.7.2,
W.7.4, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/ Collaborating
Lesson 6: The Power of Historical Settings

uses The Mostly True Adventures of Homer P. Figg by Rodman Philbrick.
Rationale: Readers recognize the power of historical settings and how fiction writers use history in their stories to
shape characters and plot development. Students will analyze the relationships among historical settings, characters, and plot development.
Common Core State Standards: RL.7.3, RL.7.5, RL.7.6, RL.7.9, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, L.7.2,
W.7.4, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 7: Identifying the Theme or Central Idea
uses The Mostly True Adventures of Homer P. Figg by Rodman Philbrick.
Rationale: Readers of fiction recognize that many stories address and are connected by particular themes and central ideas. Students will identify the themes and consider the central idea(s) in terms of morals, lessons, and themes across a text.
Common Core State Standards: RL.7.1, RL.7.2, RL.7.5, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Asking Critical Questions
uses America Street: A Multicultural Anthology of Stories by Anne Mazer (Ed.).
Rationale: Reading with critical questions in mind is an important part of analytical and close reading. Students will
analyze fiction stories to identify the critical questions that emerge from characters' actions and dialogue.
Common Core State Standards: RL.7.1, RL.7.2, SL.7.1, SL.7.6, RL.7.10, RI.7.10, SL.7.4, W.7.10
Skills and Strategies: Questioning, Making Inferences, Determining Importance, Monitoring and Repairing Comprehension, Speaking to Communicate, Listening and Responding
Mini-Lessons
Lesson 1: Constructing Our Reading Knowledge
uses America Street: A Multicultural Anthology of Stories by Anne Mazer (Ed.) and "Sunrise" by Nancy Springer
from CRICKET Magazine from the Fiction Shared Texts.
Rationale: Readers actively construct their understanding about a text by utilizing their background knowledge.
Students will focus on actively drawing upon their schema of fiction texts prior to reading.
Common Core State Standards: RL.7.1, SL.7.1, RL.7.10, RI.7.10, SL.7.6, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Monitoring and Repairing Comprehension, Speaking to Communicate, Engaging in Discussion/Collaborating
Lesson 2: Active Reading
uses America Street: A Multicultural Anthology of Stories by Anne Mazer (Ed.).
Rationale: Readers actively monitor their comprehension by keeping track of the events in a story, raising questions as they read, and articulating their understanding. Students will focus on actively monitoring their reading.
Common Core State Standards: RL.7.1, RL.7.2, RL.7.3, L.7.4, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Questioning, Visualizing, Making Inferences, Determining Importance, Synthesizing, Monitoring and Repairing Comprehension, Speaking to Communicate, Engaging in Discussion/Collaborating
Lesson 3: Comprehension Challenges
uses I, Robot by Isaac Asimov and "Dust Bowl Journey" by Judy Cox from CRICKET Magazine from the

Fiction
Shared Texts.
Rationale: Readers expect comprehension challenges when reading fiction. Students will identify and use a range
of strategies, such as predicting, visualizing, and clarifying in order to determine meaning and enhance their comprehension.
Common Core State Standards: RL.7.1, RL.7.4, RL.7.5, RL.7.6, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Determining Importance, Finding Word Meaning (Vocabulary), Monitoring and Repairing Comprehension

uses I, Robot by Isaac Asimov and "The Fate of Medusa" by Mark Hamilton from the Fiction Shared Texts.
Rationale: Readers expect vocabulary or word-level challenges when reading fiction. Students will identify vocabulary or word-level challenges and use a range of strategies to determine meaning and enhance their comprehension.
Common Core State Standards: RL.7.1, RL.7.4, RL.7.5, L.7.4, L.7.5, RL.7.10, RI.7.6, RI.7.10, SL.7.1, SL.7.6, W.7.10
Skills and Strategies: Using Schema, Making Inferences, Synthesizing, Monitoring and Repairing Comprehension,
Finding Word Meaning (Vocabulary)
Lesson 5: Examining Multiple Points of View
uses I, Robot by Isaac Asimov and "Sunrise" by Nancy Springer from CRICKET Magazine from the Fiction Shared
Texts.
Rationale: Readers of fiction evaluate multiple characters' points of view and examine how the different perspectives influence the mood and tone of the story. Students will analyze how writers develop contrasting points
of view over the course of the text, which leads the readers to begin to infer the writers' message or purpose.
Common Core State Standards: RL.7.1, RL.7.3, RL.7.5, RL.7.6, W.7.1, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10
Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Engaging in Discussion/Collaborating
Lesson 6: Effects of Literary Techniques
uses "Sunrise" by Nancy Springer from CRICKET Magazine from the Fiction Shared Texts.
Rationale: Readers interpret and analyze literature by paying attention to specific words and phrases in order to
determine the mood and tone and how they shape the author's meaning in a text. Students will discover how to determine a text's tone and mood by analyzing how an author uses figurative language, word choice, and imagery
across a text.
Common Core State Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, L.7.4, L.7.5, L.7.6, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10
Skills and Strategies: Using Schema, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary),
Speaking to Communicate, Engaging in Discussion/Collaborating
Lesson 7: Analyzing Theme for Deeper Understanding
uses Rose Blanche by Roberto Innocenti and America Street: A Multicultural Anthology of Stories by Anne Mazer
(Ed.).
Rationale: Readers of fiction recognize that many stories are connected by particular themes or central ideas. Students will identify themes or central ideas across a variety of texts.
Common Core State Standards: RL.7.4, SL.7.2, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10

Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Determining Importance, Synthesizing, Finding Word Meaning (Vocabulary), Speaking to Communicate, Engaging in Discussion/Collaborating

Lesson 8: Collaborative Conversations
uses Rose Blanche by Roberto Innocenti and "The Fate of Medusa" by Mark Hamilton from the Fiction Shared
Texts.
Rationale: Readers engage in collaborative discussions on a range of texts, topics, and issues. Students will consider critical questions as they write about their reading in preparation for conversations with peers, building on
others' ideas and expressing their own clearly.
Common Core State Standards: RL.7.1, SL.7.1, SL.7.3, SL.7.4, L.7.4, L.7.5, RL.7.9, RL.7.10, RI.7.10, SL.7.6, W.7.10
Skills and Strategies: Questioning, Visualizing, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating
Lesson 9: Reading With Expression
uses The Miracle Worker: A Play by William Gibson and "The Fate of Medusa" by Mark Hamilton from the Fiction
Shared Texts.
Rationale: Readers consider pacing, tone, and fluency when reading performative fiction. Students will analyze the
structure of a play and understand how reading this type of fiction with expression enhances their engagement and
comprehension.
Common Core State Standards: RL.7.4, RL.7.5, L.7.4, L.7.5, RL.7.10, RI.7.10, SL.7.1, SL.7.6, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Determining Importance, Monitoring
and Repairing Comprehension, Speaking to Communicate, Engaging in Discussion/Collaborating
Lesson 10: Comparing Fiction Texts to Other Media Versions
uses The Miracle Worker: A Play by William Gibson and the 1962 movie version of The Miracle Worker.
Rationale: Readers of fiction compare and contrast texts with movie, staged, audio, or multimedia versions that
address similar stories and themes. Students will identify and analyze distinct ways various media address a familiar
story through discussion and writing.
Common Core State Standards: RL.7.1, RL.7.5, RL.7.7, RI.7.7, RI.7.9, SL.7.2, SL.7.5, RL.7.10, RI.7.10, SL.7.1,
SL.7.6, W.7.10
Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Synthesizing, Speaking to
Communicate, Engaging in Discussion/Collaborating
Summative Assessment
Students will read the stories "Three Aunties" retold by Tim J. Myers and "A Boy Called Everest" by Jennifer R.
Hubbard from CRICKET Magazine in order to answer selected and constructed response questions.

Integration of Career Readiness, Life Literacies and Key Skills

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.IML	Information and Media Literacy
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).

Technology and Design Integration

Students will interact with the unit using the Smartboard, Google Classrooom, document camera and Chromebooks.

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

Reading skills are required in all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will be encouraged to challenge themselves when writing. Struggling students will recieve additional instruction and modifications .

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

504 and IEP modifications will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Writing samples

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Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Quizzes

Rough drafts

discussion

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Assessments from Schoolwide unit.

Teacher made assessments

Benchmark assessemnts

Instructional Materials

Mentor Texts
America Street: A Multicultural Anthology of Stories
by Anne Mazer (Ed.)
I, Robot
by Isaac Asimov
Instead of Three Wishes: Magical Short Stories
by Megan Whalen Turner
The Miracle Worker: A Play
by William Gibson
The Mostly True Adventures of Homer P. Figg
by Rodman Philbrick
Rose Blanche
by Roberto Innocenti
Fiction Shared Texts
"Dust Bowl Journey"
by Judy Cox from CRICKET Magazine (Lexile Level: 730L)
"The Fate of Medusa"
by Mark Hamilton
"Sunrise"
by Nancy Springer from CRICKET Magazine (Lexile Level: 790L)

Standards

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.7.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.RI.7.4	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.7.10	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.7.10	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	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.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.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.