

02_Society & Resilience: Fictional reading & writing

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **6 Weeks (30 Days)**
Status: **Published**

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Essential Question: How can we effectively craft compelling narratives to develop engaging fiction that resonated with authors' specific styles?

Essential Question: How can we analyze and interpret complex texts, identifying literary elements to deepen our understanding of the author's intended message?

Students will understand the following:

- The importance of close reading and textual analysis and how they uncover deeper meanings and themes within a text.
- How to identify and analyze literary devices to enhance comprehension and interpretation of a given work.
- The significance of making textual connections (ie, text to self, text, world, etc) to develop a richer understanding of a story.
- The importance of critical thinking and questioning assumptions when approaching complex texts, allowing for deeper engagement and interpretation.
- The elements of effective storytelling. (Plot development, character creation, the impact of setting, creating engaging narratives, etc.)
- How to use descriptive language and sensory details to evoke an emotional response from readers.
- How to successfully revise and edit a piece of writing with a goal of improving clarity, and quality of writing.
- The importance of voice and perspective when writing. Learning how to effectively use voice to express ideas, viewpoints, and experiences realistically.

General Overview, Course Description or Course Philosophy

Students will embark on a journey to explore the artistry and beauty of poetry. Aligned with the New Jersey Student Language standards for English Language Arts, this unit aims to deepen students' analytic, critical reading, and writing skills. Through the use of a whole class novel and short stories, students will delve into different story elements such as character traits, point of view, physical and psychological setting, character motivation, and authors craft. Students will complete a series of constructed responses reflecting on different story components as well as well as craft story continuations, and story rewrites from alternate perspectives. Through reading, writing, and discussion, students will develop critical thinking skills, enhance

their interpretation abilities, voice as fictional writers.

CONTENT AREA STANDARDS

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.

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.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

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.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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).

B. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal style academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)

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.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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.

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.

B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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.

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.7.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.7.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or 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.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.7.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to

	capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Analyzing the development of characters in a literary text, including their traits, motivations, and interactions helps deepen personal comprehension of a story.
- The author's choice of point of view impacts the overall meaning and perspective of a story, and how analyzing this provides insight into the narrative.
- Figurative language, such as similes, metaphors, and personification contributes to the meaning and tone of a text.
- Analyzing the structure of a text includes, events, dialogue, and description and contributes to the

story's meaning.

- Making connections between different literary elements enables a deeper understanding of a literary work as a whole.
- A well-developed narrative encompasses engaging plot sequences, dynamic characters, and descriptive details to enhance the quality of the writing.
- Using precise language and domain-specific vocabulary when writing narratives will improve clarity and effectiveness of ideas.
- Revising and editing written work, focusing on organization, clarity, and coherence will increase the overall quality of a written piece.

Procedural Knowledge

Students will be able to:

- Annotate and take effective notes while reading, highlighting key details, making connections, and jotting down questions.
- Engage in close reading strategies.
- Analyze character development by examining a character's actions, dialogue, thoughts, and interactions with others in the text.
- Identify and analyze various literary devices such as similes, metaphors, personification, and symbolism within a text.
- Make inferences about the plot based on the context clues provided.
- Evaluate the author's choices regarding point of view and determine how it influences the reader's understanding of a story.
- Identify and analyze themes conveyed in the novel.
- Support their interpretations and analysis with evidence from the text, using evidence from the text to support their claims.
- Write a clear and concise summary.
- Use context clues to determine the meaning of unfamiliar words and expand their vocabulary.
- Engage in collaborative discussions, actively listen to peers, respond thoughtfully, and build on one another's ideas.
- Apply elements of effective storytelling, including character development, conflict, and resolution, while crafting narrative writing pieces.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Teacher/Student Conferences

- Oral Presentations
- Multimedia Presentations
- Portfolio Assessments

Summative Assessments

Constructed responses, projects, and fictional narrative pieces.

Formative Assessments

Close reading, shared reading, independent reading, discussions, reflection writing, exit tickets, and quizzes, teacher-led check-ins, student-led check-ins.

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Resources utilized but not limited to:

Class Novel: "The Girl Who Owned a City" by O.T. Nelson-Core Text

NF Articles:

"Herd Behavior" by CommonLit Staff

Kid Nation (T.V Show)

[IXL](#)

[Commonlit](#)

INTERDISCIPLINARY CONNECTIONS

Social Studies

- Students will find current events involving kids working with the government to enact change, overcoming obstacles, creating life-changing technologies, emerging as heroes and compare and contrast them to characters in *The Girl Who Owned a City*.
- Ethics
- Philosophy

Technology/Multimedia

- Audio/visual media analysis
- Google
- Media Literacy
- Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.