# What I Am, What I Want to Be

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

## Unit Overview

Students will read a variety of fictional stories and novels that explore the theme of "What I Am, What I Want To Be"; focus on vocabulary skills using context clues, dictionaries, glossaries and thesauri to determine the meaning of words; participate in collaborative discussion; identify elements of fiction; organize a response to literature; use textual evidence to build an analysis of written material; identify literary elements including theme, conflict, character, setting, plot; analyze plot exposition; study plot development and point of view; read both aloud and independently; make inferences; identify and use figurative language.

## Enduring Understandings

Personal experience affects the reader's point of view and his or her ability to connect with the story.
Proficient readers are able to understand the story and extend meaning, developing their own ideas beyond the text.
Proficient readers are able to use comprehension strategies to enhance their story experience and understanding of various elements of a story.

## Essential Questions

How do people see you, and more importantly, how do you see yourself?
What different cultures or groups do you belong to?
When do you choose to identify with one group versus another?
Does reading a story about someone your own age make you feel more connected to the character?
Which selection helps you think about who you are and what you want to be?
How do readers construct meaning from text?
How do real life experiences influence storytelling?
How is a reader's comprehension and interpretation of a text affected by personal experiences?

## Learning Objectives

Enjoy reading stories about people and their unique experiences.
Analyze the literary elements found in fiction, poetry, novels and short stories.
Apply active reading strategies for reading to fictional accounts.
Develop critical thinking skills about literature and their lives in context of literature.
Use vocabulary skills including context clues and ancillary materials to understand new words.
Analyze literature through writing and discussion.
Participate in pre-reading focus activities.

Demonstrate comprehension skills.
Demonstrate understand and correct usage of vocabulary.
Participate in independent reading of a selection with teacher – created guide material.
Respond to literature.
Participate in leveled reading groups
Complete reading on Climate Change from CommonLit (Climate Change)
Career Exploration – Students will explore a career they are interested in.

## Standards: Content

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| L | Language |
| L.SS.7.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.SS.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences. |
| L.SS.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. |
| L.SS.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. |
| 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). |
| L.SS.7.1.E | Recognize spelling conventions. |
| L.KL.7.2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| L.KL.7.2.A | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. |
| L.KL.7.2.B | Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression. |
| L.KL.7.2.C | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. |
| 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. |
| L.VL.7.3.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. |
| L.VL.7.3.C | Analyze the impact of a specific word choice on meaning and tone. |
| L.VL.7.3.D | 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. |
| L.VL.7.3.E | 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). |
| L.VI.7.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| R | Reading |

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| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| RL.MF.7.6 | Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |
| 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. |
| W | Writing |
| 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. |
| W.IW.7.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| W.NW.7.3 | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| 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. |

## Standards: Interdisciplinary

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| MS-ESS3-5 | Ask questions to clarify evidence of the factors that have caused climate change over the past century. |

## Assessment Evidence

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| Formative | Class discussions, activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student's phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences. |
| Summative | Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations. |

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| Alternative & Benchmark | Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes.<br>Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA |
| Assessment Evidence Resource | |

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| 9.4.8.IML.1 | Critically curate multiple resources to assess the credibility of sources when searching for information. |
| 8.2.8.ITH.1 | Explain how the development and use of technology influences economic, political, social, and cultural issues. |
| 9.4.8.TL.6 | Collaborate to develop and publish work that provides perspectives on a real-world problem. |

## Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, Commonlit.org, Readworks.org, Leveled Readers, Online Platform
Stargirl by Jerry Spinelli, Nothing but the Truth by Avi, The Outsiders by S.E. Hinton, Glencoe Literature: The Reader's Choice Course 2 published by McGraw-Hill, Teacher-generated materials and resources, Readwritethink.org, Owl.english.purdue.edu, Varsitytutors.com/englishteacher, CommonLitt on Climate Change,

Instructional Resource List

## Curricular Mandates

*Below are the curricular requirements as defined in NJ Administrative Code and Statute*

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| | Amistad | | Diversity, Equity, and Inclusion |
| | Holocaust | | LGBT and Disabilities (Grades 6-12) |
| X | Climate Change | | Asian American & Pacific Islander |

## Social Emotional Learning (SEL) Competencies

*NJ Social and Emotional Learning Competencies & Sub-Competencies*

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| | Self-Awareness | | Relationship Skills |
| X | Responsible Decision-Making | | Social Awareness |
| | Self-Management | | |

## 21st Century Skills & Themes

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| X | Global and Cultural Awareness | | Technology Literacy | | Planning and Budgeting |
| | Creativity and Innovation | | Financial Institutions | | Risk Management and Insurance |
| | Information and Media Literacy | | Digital Citizenship | | Economic and Government Influences |
| X | Critical Thinking and Problem Solving | | Credit Profile | | Career Awareness and Planning |
| | Civic Financial Responsibility | | Financial Psychology | | |