

| Week | Marking Period 1 | Week | Marking Period 3 |
|------|--|------|---|
| 1 | Introduce Literary Terms | 21 | Poetry |
| 2 | Summer reading/writing assessment (ASAP) Short stories: Fiction Assign book report | 22 | Response to Literature Test Prep |
| 3 | | 23 | |
| 4 | | 24 | |
| 5 | Assign Literary Analysis <i>Junior Scholastic/Scope</i> | 25 | *Novel Selection (see 2012 curriculum) Assign Research Simulation Task |
| 6 | *Novel Selection (see 2012 curriculum) | 26 | Timed reading responses |
| 7 | | 27 | |
| 8 | | 28 | |
| 9 | | 29 | |
| 10 | | 30 | |
| Week | Marking Period 2 | Week | Marking Period 4 |
| 11 | Drama | 31 | Additional short stories Assign a book report |
| 12 | | 32 | |
| 13 | Short stories: Nonfiction <i>Junior Scholastic/Scope</i> | 33 | Response to Literature <i>Junior Scholastic/Scope</i> |
| 14 | | 34 | |
| 15 | *Novel Selection (see 2012 curriculum) Assign Narrative Writing | 35 | Classical Myths and Folk Literature |
| 16 | | 36 | |
| 17 | | 37 | |
| 18 | | 38 | |
| 19 | Response to Literature | 39 | *Novel Selection (see 2012 curriculum) |
| 20 | Test Prep | 40 | |

- *Vocabulary is to be completed weekly.
- *Schedule will vary according to individual teacher.
- *Pacing of the novels will vary by teacher.

| Course name | Level | Time Frame |
|--|-------------|----------------------------|
| Reading | Grade Seven | Each novel four-five weeks |
| Topic | | |
| Classics: <i>The Adventures of Tom Sawyer</i> (Required for advanced) <i>The Light in the Forest</i> (Optional) | | |
| Essential Questions | | |
| Students will be able to answer the following questions: <ul style="list-style-type: none"> ● What are the themes presented in the novel through the characters' actions? ● Who are the major characters, and how do they develop and change throughout the course of the novel? ● What are the important symbols in the novel, and what are their significances? ● Define satire through textual examples. ● What is the plot elements found within the novel? ● What are the elements of a classic? ● What is internal and external conflict? ● What is the author's purpose for writing the novel? ● How does the historical time period affect the setting, language, and characterization? ● Why is it important to be aware of the character's childhood experiences and its impact on the reader? | | |
| Enduring Understandings | | |
| Students will: <ul style="list-style-type: none"> ● Be able to identify key plot points in fiction ● Recognize and define point of view, historical fiction, compare and contrast, setting, and conflicts ● Identify and define stereotype ● Read silently and orally ● Be able to identify and discuss key ideas and details from the novel. ● Analyze the craft and structure of the novel. ● Be exposed to a wide range and complexity of literary texts. ● Use evidence to support their analysis and/or reflection. ● Demonstrate their comprehension of the novel. ● Collaborate with peers on various activities. ● Present knowledge and ideas in various formats. ● Apply conventions and knowledge of Standard English. ● Acquire and demonstrate vocabulary usage. | | |
| Alignment to Common Core and Career Standards ELA | | |
| <ul style="list-style-type: none"> ● RL 7.1, RL 7.2, RL 7.3, RL 7.4, RL 7.6, RL 7.9, RL 7.10 ● SL 7.1, SL 7.2, SL 7.4 ● L7.1, L7.3, L7.6 ● W7.1, W7.4 | | |
| <ul style="list-style-type: none"> ● Cite several pieces of textual evidence to support analysis ● Identify and explain a theme or central idea and analyze its development over the course of the text. ● Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters' or plot). ● Determine the meaning of words and phrases as they are used in a text in order to | | |

comprehend the novel.

- Analyze how an author develops and contrasts the points of view of different characters in a text.
- Compare and contrast 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.
- Be able to read and comprehend literature, including stories, dramas, and poems proficiently.
- Be able to write arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.
- Integrate and evaluate information presented in diverse media and formats.
- Present information to an audience which demonstrates understanding of public speaking techniques.
- Apply knowledge of language to understand how language functions in order to comprehend more fully when reading.

Learning Activities

- List key plot points
- Map activity
- Complete study questions
- Define story vocabulary
- Compare and contrast activity
- Historical fiction book report
- Quizzes
- Objective test
- Essay
- Four Corners
- Blog
- Exit tickets
- Book Talk and/or Literary Circles
- Movie Poster
- Book Soundtrack
- Presentation
- Research

Assessments

- Plot points- list and describe key plot points (use a plot diagram)
- Map activity-map skills showing westward expansion
- Complete study questions
- Define and utilize story vocabulary
- Compare and contrast activity-watch movie and compare to the novel
- Historical fiction book report (optional to be done in class)
- Quizzes
- Objective test
- Essay: students will compare and contrast their lives to Tom Sawyer giving specific examples from text
- Essay: students will compare and contrast *Adventures of Tom Sawyer* to *The Light in the Forest*

- Four Corners: Statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, and strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others responses which will allow students to physically move from one corner to another to show their change of mind.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book Talk and/or Literary Circles: Students will meet and discuss the novel and/or a part of the novel and select an activity to complete as a group. Activity is to be presented to the class.
- Movie Poster: (This activity can be done in groups or individually) Students will design an original movie poster based on the novel.
- Book Soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Presentation: Be the Teacher students read a chapter and discuss it with the class.
- Research: students will research historical components relating the novel

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies (Westward Expansion)

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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|-------------------------------|-----------------------------|---|
| Course name Reading | Level Grade Seven | Time Frame Four to five weeks |
|-------------------------------|-----------------------------|---|

Topic

The Giver

Essential Questions

Students will be able to answer the following questions:

- Is Jonas's community a utopia?
- What are the themes presented in the novel through the characters actions?
- Who are the major characters, and how do they develop and change throughout the course of the novel?
- What are the important symbols in the novel, and what are their significances?

Enduring Understandings

Students will:

- Be able to identify and discuss key ideas and details from the novel.

- Analyze the craft and structure of the novel.
- Be exposed to a wide range and complexity of literary texts.
- Be exposed to various writing genres and purposes.
- Produce a written composition using persuasive components.
- Use evidence to support their analysis and/or reflection.
- Demonstrate their comprehension of the novel.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.
- Apply conventions and knowledge of Standard English.
- Acquire and demonstrate vocabulary usage.

Alignment to Common Core and Career Standards ELA

- RL.7.1., RL.7.2., RL.7.3., RL.7.6., RL.7.10.
- RI.7.1., RI.7.2., RI.7.3., RI.7.4., RI.7.5., RI.7.6., RI.7.8., RI.7.10.
- W.7.1., W.7.4., W.7.5., W.7.6., W.7.9.
- SL.7.1., SL.7.3., SL.7.4., SL.7.5., SL.7.6.
- L.7.1., L.7.2., L.7.3., L.7.6

Key Concepts and Skills

Students will:

- Cite several pieces of textual evidence to support analysis of the novel and the community in which the character resides.
- Determine a theme or central idea of a text using textual support.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Be able to comprehend literature proficiently, with scaffolding as needed at the high end of the range.
- Cite several pieces of textual evidence to support analysis of the ending.
- Determine two or more central themes using textual support.
- Analyze the interactions between individuals, events, and ideas presented in the text.
- Determine the meaning of words and phrases as they are used in a text in order to understand the precision of language used in the community.
- Analyze the structure an author uses to organize a text and how certain sections contribute to the whole and to the development of the ideas.
- Determine an author's point of view or purpose in a text.
- Write arguments to support claims with clear reasons and relevant evidence.
- Be able to draw evidence from literary or informational texts to support analysis.
- Engage effectively in a range of collaborative discussions
- Present claims and findings using public speaking techniques.
- Use multimedia and visual displays in presentations.
- Adapt speech to a variety of contexts and tasks.
- Demonstrate understanding of public speaking techniques.
- Demonstrate vocabulary development through reading.
- Connect themes of the novel to real world situations through literary analysis midyear assessment

Learning Activities

- Create a Utopia Project
- Board Game
- Four Corners
- Color Activity
- Assignment Activity
- Draw a picture of Elsewhere

- Letter from Jonas
- Population Control
- Carousel activity
- Blog
- Exit tickets
- Book Talk and/or Literary Circles
- Movie Poster
- Book Soundtrack
- Writing Assignment

Assessments

- Create a Utopia Project: Students will choose problems found in today's society and come up with solutions based on characteristics found in the literary genre of science fiction. Students will then design their own utopia based on their findings.
- Board Game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Four Corners: Statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, and strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others responses which will allow students to physically move from one corner to another to show their change of mind.
- Color Activity: (This activity can be done in groups or individually) Place various pieces of different colored paper around the room. Students will then circulate from one color to another and write down the first thing that comes to mind when they see the color. Post-activity discussion is then based around this activity.
- Assignment Activity: As students enter the classroom, students will be given an "assignment" in which they have no choice in changing or exchanging assignments. Students will then discuss their thoughts and feelings on the topic. This activity is centered on the theme of freedom of choice and oppression.
- Draw a picture of Elsewhere: (This activity can be done in groups or individually) Students will draw a picture of what they imagine Elsewhere to look like based on what they have read.
- Letter from Jonas: Students will write a letter to Jonas's parents explaining why he left using first person point-of view.
- Population control – discuss China and its similarities in how they control population within the community.
- Carousel activity: (This activity can be done in groups or individually) Critical thinking questions will be placed around the room. Students will write their responses under each question. Post-activity discussion is then based around this activity.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book Talk and/or Literary Circles: Students will meet and discuss the novel and/or a part of the novel and select an activity to complete as a group. Activity is to be presented to the class.
- Movie Poster: (This activity can be done in groups or individually) Students will design an original movie poster based on the novel.
- Book Soundtrack: Students will choose a song that best represents the novel as a whole or a

specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.

- Writing Assignment: Based on the ending of the novel, students will write an essay based on their interpretation as to what happens to Jonas at the end.

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies (population control: China)
- Technology (blogging)

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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|-------------------------------|-----------------------------|---|
| Course name Reading | Level Grade Seven | Time Frame Each novel four-five weeks |
|-------------------------------|-----------------------------|---|

Topic

Fiction novels (Advanced: an additional three novels, Blended: an additional two novels)

Recommended selections:

The Contender

House of Dies Drear

*Tangerine**

Taking Sides

*The Giver**

*Homeless Bird**

**See separate unit plan*

Essential Questions

Students will be able to answer the following questions:

- What is the theme of the novel?
- What are the themes presented in the novel through the characters actions?
- Who are the major characters, and how do they develop and change throughout the course of the novel?
- What are the important symbols in the novel, and what are their significances?
- What are the plot elements found within the novel?
- What is internal and external conflict?
- How does the historical time period affect the setting, language, and characterization?
- Why is it important to be aware of different cultures and their values?
- What is the importance and value in self discovery or self worth?
- What is the value of friendship and believing in one self?
- What is the purpose of using literary devices such as foreshadowing?
- What is a stereotype?
- How can life's challenges impact a character's development?
- What are the similarities and differences of these novels?

Enduring Understandings

Students will:

- Be able to identify and discuss key ideas and details from the novel.
- Be able to identify and discuss the theme in a novel.
- Be able to discuss the similarities and differences between two novels.
- Analyze the craft and structure of the novel.
- Be exposed to a wide range and complexity of literary texts.
- Be exposed to various writing genres and purposes.
- Produce a written composition
- Use evidence to support their analysis and/or reflection.
- Demonstrate their comprehension of the novel.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.
- Apply conventions and knowledge of Standard English.
- Acquire and demonstrate vocabulary usage.
- Be exposed to a variety of cultures and their values.
- Be able to define and identify key literary techniques/devices being used.
- Be able to infer.
- Demonstrate comprehension between essential and nonessential information.

Alignment to Common Core and Career Standards ELA

RL 7.1, RL 7.2, RL 7.3, RL 7.4, RL 7.6, RL7.9, RL 7.10
 SL 7.1, SL 7.2, SL 7.4
 L7.1, L7.3, L7.6
 W7.1, W7.4

Key Concepts and Skills

- Be able to demonstrate comprehension of abstract concepts.
- Be able to demonstrate comprehension of the reading selection.
- Identify and explain themes found throughout the novel using textual support.
- Analyze how particular elements of a story or drama interact
- Analyze how an author develops and contrasts the points of view of different characters.
- Identify literary devices being used.
- Compare and contrast the novel to the film.
- Examine key concepts and present them to the class in order to ensure understanding.
- Prepare for and participate effectively in a range of conversations and collaborations.
- Be able to demonstrate comprehension of another culture and its beliefs.
- Present information, findings, and supporting evidence to inform the class on a specific topic.
- Develop inference skills.

Learning Activities

- Plot Points
- Research project
- Essay
- Quizzes and tests
- Story Quilt project
- Compare and contrast movie to book
- Illustration activity
- Blog
- Exit tickets
- Book Talk and/or Literary Circles
- Movie Poster
- Book Soundtrack
- Writing Assignment

- Four corners

Assessments

- Plot points- list and describe key plot points (use a plot diagram).
- Research: students conduct research on the symbolism found in the novel and determined the author’s purpose for choosing them.
- Anger Activity: “positive and negative” anger management bulletin board-use of newspaper
- Essay: Compare and contrast yourself to the main character.
- Essay: Has Alfred become a contender?
- Quizzes and tests.
- Story Quilt project: use symbols to illustrate key plot events, settings, and themes from the story and present to the class.
- Compare and contrast: watch *House of Dies Drear* and compare the movie to the book.
- Illustration activity: illustrate a scene from the novel.
- Four Corners: Statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, and strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others responses which will allow students to physically move from one corner to another to show their change of mind.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book Talk and/or Literary Circles: Students will meet and discuss the novel and/or a part of the novel and select an activity to complete as a group. Activity is to be presented to the class.
- Movie Poster: (This activity can be done in groups or individually) Students will design an original movie poster based on the novel.
- Book Soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Presentation: Be the Teacher students read a chapter and discuss it with the class.
- Research: students will research historical components relating to the novel
- Narrative Prompt - Retell a portion of the story from an alternative point of view.
- Narrative Prompt - Continue the story, or provide an alternative ending, which fits with the characters and writing style established by the author

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies (geography, world religions)
- Technology (blogging, research)
- Art (story quilt activities)

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate,

and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Course name Reading

Level Grade Seven

Time Frame Four weeks

Topic

Fiction Short Stories (Advanced: at least four stories, Blended: at least three stories)

Recommended selections:

“Seventh Grade”

“Thank You, M’am”

“Zebra”

“A Crush”

“The War of the Wall”

“Rikki-tikki-tavi”

Additional excerpts available in *The Language of Literature*

Supplementary text: *Discoveries in Literature*

Essential Questions

Students will be able to answer the following questions:

- What are the elements of a short story?
- What is the theme of the short story?
- How would you describe the character and their actions?
- Who are the major characters, and how do they develop and change throughout the course of the story?
- What are the important symbols and their significances?
- What are the plot elements found within the short story?
- What is internal and external conflict?
- What is the connection between the characters?
- What are the similarities and differences between the characters?
- What is personification and how is it used?
- Which point of view is the story being told in?
- Who are the main and minor characters?
- What is the setting of the story?
- How does the setting affect the story?
- What are the literary devices being used in the short story?

Enduring Understandings

Students will:

- Be able to identify and discuss key ideas and details from the short story.
- Be able to identify and discuss the theme in the short story.
- Be able to discuss the similarities and differences between characters.
- Analyze the craft and structure of the short story.
- Be able to identify and discuss the setting and its influence on the story.
- Be able to define and identify internal and external conflict.
- Be exposed to a wide range and complexity of literary texts.
- Be able to identify the point of view of a story.
- Use evidence to support analysis and/or reflection.
- Demonstrate their comprehension of the story.
- Collaborate with peers on various activities.
- Present knowledge and ideas in various formats.
- Apply conventions and knowledge of Standard English.

- Acquire and demonstrate vocabulary usage.
- Be able to define and identify key literary techniques/devices being used.
- Be able to infer.
- Be able to identify and the discuss the use of personification in a story.
- Demonstrate comprehension between essential and nonessential information.

Alignment to Common Core and Career Standards ELA

RL7.1, RL7.2, RL7.3, RL7.4, RL7.6, RL7.7, RL7.10

SL 7.1, SL 7.2, SL 7.4,

L7.1, L7.3, L7.6

W7.1, W7.4

Concepts and Skills

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Be able to cite examples from the text to support analysis.
- Identify and explain the theme.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Assess how point of view or purpose shapes the content and style of a text.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Write arguments to support claims in an analysis.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Be able to analyze the structure of a story.

Learning Activities

- Plot points
- Independent reading
- Compare and contrast
- Comprehension questions
- Quizzes and tests
- Essay
- Research
- Drama
- Four corners
- Exit tickets
- Blog
- Journal

Assessments

- Plot points- list and describe key plot points (use a plot diagram).
- Independent reading: have students complete a worksheet that addresses the characteristics of the literary genre.
- Compare and contrast: student will compare and contrast the story to the movie.
- Comprehension questions in the textbook

- Quizzes and tests
- Essay: choose a character from any of the short stories and compare yourself to them. If you do not find any similarities then discuss the differences between the two of you.
- Research: students will conduct research on an important component to the story and present their findings (for example, students will conduct research on the Vietnam War Memorial for “Zebra”)
- Drama: students will reenact a scene from the story in front of the class.
- Four Corners: Statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, and strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others responses which will allow students to physically move from one corner to another to show their change of mind.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Journal: students will create a journal for the character. The journal entries will be written in first person point of view using details from the story.

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies: Vietnam War Memorial

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Course name Reading

Level Grade Seven

Time Frame Four weeks

Topic

Nonfiction (Advanced: at least four stories, Blended: at least three stories)

Recommended selections:

“An American Childhood”

“Names/Nombres”

“The Noble Experiment”

“Eleanor Roosevelt”

“from Exploring the Titanic”

Additional excerpts available in *The Language of Literature*

Supplementary text *Discoveries in Literature* “Disaster at Sea”

Junior Scholastic/Scope magazine

Essential Questions

Students will be able to answer the following questions:

- What are the characteristics of nonfiction?
- What is an informational text?
- How is the exposure to informational text benefiting you in other subject areas?
- Is the article subjective or objective?
- Which point of view is being used?
- What are literary devices common for nonfiction?
- What is the difference between an autobiography and a biography?
- What is the author's purpose for writing the piece?
- What are some of the challenges these historical figures had to face? How did they overcome them?
- What is the difference between fact and opinion?
- What is a primary and secondary source?
- Why is it important to be up to date on world news?

Enduring Understandings

Students will:

- Be able to define and identify the characteristics of nonfiction.
- Be able to identify point of view.
- Identify and discuss the literary devices being used.
- Understand the difference between autobiography and biography.
- Determine author's purpose
- Demonstrate comprehension of reading selection
- Demonstrate comprehension between a primary and secondary source.
- Recognize and define narrative nonfiction, informative nonfiction, cause and effect, and personal essay.
- Identify and define chronological order.
- Differentiate between fact and opinion.
- Be able to define informational text.
- Identify the articles as being subjective or objective.
- Be able to explain the importance of being up to date on world news.
- Be able to explain how the exposure to informational text is beneficial.

Alignment to Common Core and Career Standards ELA

RL7.1, RL7.2, RL7.3, RL7.4, RL7.10

RI7.1, RI7.2, RI7.3, RI7.4, RI7.5, RI7.6, RI7.7, RI7.8, RI7.9, RI7.10

SL7.1, SL7.2, SL7.3, SL7.4, SL7.5

L7.1, L7.3, L7.6

W7.1, W7.4, W7.5, W7.10

Key Concepts and Skills

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Be able to cite specific examples and details from the text to support your response.
- Determine central ideas or themes of a text.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Be able to demonstrate comprehension of informational texts proficiently.
- Analyze the structure an author uses to organize a text.
- Determine an author's purpose.
- Compare and contrast a text to an audio, video, or multimedia version of it.
- Analyze how two or more authors writing about the same topic shape their presentations of key information.
- Demonstrate comprehension of literary nonfiction.

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Assess the differences between primary and secondary sources.

Learning Activities

- Plot points
- Personal narrative
- Comprehension questions
- Movie
- Quizzes and tests
- Cause and effect
- Research
- Debate
- Essay
- Open-ended response
- Summarizing, paraphrasing, and quoting
- Compare and contrast

Assessments

- Plot points- list and describe key plot points (use a plot diagram).
- Personal narrative- students will write a narrative on a childhood experience.
- Comprehension questions
- Movie-watch “Titanic: The Untold Story”
- Quizzes and tests
- Cause and effect: students will create a cause and effect chain using “An American Childhood”
- Research: students will conduct research on the Titanic using primary and secondary sources.
- Debate: students will read an article on a controversial issue which will be used as the basis for their persuasive debate to be held in class.
- Research Simulation Task: Analyze and synthesize a combination of print and non-print texts
- Open-ended response: write an open-ended response to a question based on the reading.
- Summarizing, paraphrasing, and quoting: use articles to practice these skills. Students will learn the difference between these skills.
- Compare and contrast: students will read “Disaster at Sea” and “Exploring the Titanic.” Students will analyze how two authors write about the same topic but put an emphasis on different facts and evidence.

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Social Studies: Titanic
- Technology: Research

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

| Course name | Level | Time Frame |
|-------------|-------------|------------|
| Reading | Grade Seven | Two weeks |

Topic

Poetry (At least eight poems)

Recommended selections:

“The Highwayman”

“Casey at the Bat”

Various Shel Silverstein poems

Additional excerpts available in *The Language of Literature*

Essential Questions

Students will be able to answer the following questions:

- What are the different forms of poetry?
- What is a narrative poem?
- What is imagery and how is it being used?
- What is an idiom?
- What is the difference between rhyme and rhythm?
- What is personification and how is it being used?
- What is onomatopoeia?
- What are the literary devices most commonly used in poetry?
- What is the overall meaning of a poem?
- What is the author’s purpose for writing a poem?

Enduring Understandings

Students will:

- Be able to define and identify different forms of poetry.
- Be able to define and identify a narrative poem.
- Be able to define and identify imagery.
- Be able to define and identify idioms.
- Be able to define and identify rhyme and rhythm
- Be able to demonstrate comprehension of the difference between rhyme and rhythm.
- Be able to define and identify personification.
- Be able to define and identify onomatopoeia.
- Be able to define and identify literary devices used in poetry
- Be able to identify the author’s purpose.
- Demonstrate comprehension of the poem and its overall meaning.
- Appreciate poetry.

Alignment to Common Core and Career Standards ELA

RL7.1, RL7.2, RL7.3, RL7.4, RL7.5, RL7.6, RL7.10

SL7.1, SL7.4

L7.1, L7.3, L7.6

W7.4

Key Concepts and Skills

- Read closely to determine what the text says explicitly and to make logical inferences from

it.

- Identify and explain the theme.
- Be able to discuss how elements of poetry influence each other.
- Identify and explain literary devices used in poetry.
- Assess how point of view or purpose shapes the content and style of a text.
- Read and comprehend complex texts independently and proficiently.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Demonstrate vocabulary development.

Learning Activities

- Writing poetry
- Music activity
- Video
- Reading orally
- Listening activity
- Compare and contrast
- Research
- Poetry book
- Picture book

Assessments

- Writing poetry: students write their own poems.
- Picture book: students will listen and look at poems presented in the form of a picture book.
- Music activity: students will find song lyrics that have similes and metaphors.
- Video- students will watch “Casey at the Bat.”
- Reading orally.
- Listening activity: Listen to a poetry reading.
- Compare and contrast: students will compare two poems written by the same author.
- Research: conduct research on a poet and introduce him/her to the class.
- Poetry book: the class will compile a poetry book.

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Life and Career Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Music Appreciation

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

| Course name Reading | Level Grade Seven | Time Frame Up to four weeks |
|---|----------------------|--------------------------------|
| Topic | | |
| <p>Drama (Required either of the two listed below) Recommended selections: “Monsters Are Due on Maple Street” <i>A Christmas Carol</i> Supplementary text <i>Discoveries in Literature</i> “The Dying Detective” (Optional) “The Comedy of Errors”</p> | | |
| Essential Questions | | |
| <p>Students will be able to answer the following questions:</p> <ul style="list-style-type: none"> ● What are the key plot points in drama? ● What is a teleplay? ● What is the theme and author’s purpose of the play? ● What are stage directions? What are they used for? ● Who is the narrator of the play? ● What are the characteristics of a drama? ● What literary devices are common in drama? | | |
| Enduring Understandings | | |
| <p>Students will:</p> <ul style="list-style-type: none"> ● Be able to identify and plot the key points in the drama. ● Be able to identify and define a teleplay. ● Be able to identify and demonstrate comprehension of the theme. ● Be able to determine the author’s purpose for the play. ● Be able to explain the purpose of stage directions and how they are being used. ● Be able to identify the narrator. ● Be able to identify and explain the characteristics of drama. ● Be able to identify and explain the literary devices being used. | | |
| Alignment to Common Core and Career Standards ELA | | |
| <p>RL7.1, RL7.2, RL7.3, RL7.4, RL7.5, RL7.6, RL7.7, RL7.10 W7.4 SL7.1, SL7.2, SL7.4 L7.1, L7.3, L7.6</p> | | |
| Key Concepts and Skills | | |
| <ul style="list-style-type: none"> ● Determine the theme of the play and extend its meaning to society today. ● Analyze and discuss how the characters motives and behaviors influenced each other. ● Analyze the structure of texts. ● Determine author’s purpose. ● Compare and contrast the text to the film. ● Demonstrate comprehension of the abstract concepts being presented in the text. ● Present information, findings, and supporting evidence. ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | |
| Learning Activities | | |
| <ul style="list-style-type: none"> ● In Class Drama ● Compare and contrast ● Quizzes and tests ● Essay ● Research | | |

- Write a play

Assessments

- In Class Drama: students will act out scenes as a class or in small groups.
- Compare and contrast: students will watch “Monsters Are Due on Maple Street” and compare the movie to the teleplay.
- Quizzes and tests.
- Essay: Students will write an essay on who they believe to be the monsters.
- Research: students will conduct research on Charles Dickens and the time period.
- Write a play: students will write their own drama using stage directions.

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Technology: research

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Course name Reading

Level Grade Seven

Time Frame Two weeks (additional unit if time allows)

Topic

Classical Myths and Folk Literature

Recommended selections:

“Narcissus”

“Prometheus”

“Ashputtle”

“How Odin Lost His Eye”

“Ant and the Grasshopper”

See *The Language of Literature* for more ideas

Supplementary Text *Discoveries in Literature* “Lame Boy”

Essential Questions

Students will be able to answer the following questions:

- Why are myths and legends an important part of culture?
- How are myths still a part of our everyday culture?
- What is figurative language?
- What literary devices are being used?
- What is irony?
- What is the moral?
- Who is the hero?
- Who are the gods and goddesses?

Students will:

- Be able to define and identify figurative language.
- Be able to identify the literary devices being used.
- Be able to define and identify irony.

- Be able to define and identify the moral.
- Be able to identify the hero.
- Be able to identify gods and goddesses.
- Be able to explain the importance of myths and legends.

Alignment to Common Core and Career Standards ELA

RL7.1, RL7.2, RL7.3, RL7.4, RL7.10

W7.4

SL7.1, SL7.2, SL7.4

L7.1, L7.3, L7.6

Concepts and Skills

- Read closely to determine what the text says explicitly and to make logical inferences from it.
- Determine central ideas or themes.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Be able to identify and discuss the literary devices used in myths and legends.
- Be able to define myth and legend.
- Demonstrate comprehension on how myths and legends influence today's society.

Learning Activities

- Create Your Own
- Research
- Comic strip
- Quizzes and tests
- Essay

Assessments

- Create Your Own: students will create their own god or goddess.
- Research: students will conduct research on a god or goddess from a different culture.
- Comic strip: students will turn a myth or legend into comic strips to present to the class.
- Quizzes and tests
- Essay

Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Technology: research
- Art: comic strips

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

| | | |
|--|--------------------------|---------------------------------------|
| Course name Reading | Level Grade Seven | Time Frame Three to four weeks |
| Topic | | |
| <p>Book Reports-Independent reading (One per marking period)</p> <ul style="list-style-type: none"> ● Historical fiction ● Autobiography/Biography ● Science fiction/Fantasy ● Mystery ● Nonfiction ● Award winners ● Classic ● Realistic fiction ● Adventure ● Sports ● Book-Movie-Play Comparison | | |
| Essential Questions | | |
| <p>Students will be able to answer the following questions:</p> <ul style="list-style-type: none"> ● What is the genre of the book you are reading? ● What are the characteristics of the literary genres of fiction and nonfiction? ● What are the literary devices being used? ● What are the similarities and differences between characters? ● What are the similarities and differences found in two books written by the same author? ● What is the overall meaning of the novel? ● Who are the protagonists and antagonists? ● What is the author's purpose for writing the novel? ● How can the information being presented in the novel be presented to the class in a different format? | | |
| Enduring Understandings | | |
| <p>Students will:</p> <ul style="list-style-type: none"> ● Be able to identify the genre of the book they are reading. ● Be able to identify the characteristics of the literary genre of fiction. ● Be able to identify the characteristics of the literary genre of nonfiction. ● Be able to identify the literary devices being used. ● Be able to explain the similarities and differences between characters. ● Be able to explain the similarities and differences found in two books written by the same author. ● Be able to explain the overall meaning of the novel. ● Be able to identify the protagonists and antagonists. ● Be able to explain the author's purpose for writing the novel. ● Be able to demonstrate the information being presented in the novel in a different format. ● Be able to explain the differences between the genres. | | |
| Alignment to Common Core and Career Standards ELA | | |
| <p>RL7.1, RL7.2, RL7.3, RL7.4, RL7.6, RL7.7, RL7.9, RL7.10 RI7.1 SL7.1, SL7.2, SL7.4, SL7.5, SL7.6 L7.1, L7.2, L7.3, L7.6</p> | | |
| <ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly. ● To make logical inferences. ● Cite examples and details from the novel to support analysis. | | |

- Determine central ideas or themes of a text using textual support.
- Analyze character development.
- Assess how point of view or purpose shapes the content and style of a text.
- Analyze how two or more texts address similar themes or topics.
- Read and comprehend complex literary and informational texts independently and proficiently.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- Adapt speech to a variety of contexts and communicative tasks.
- Demonstrate command of public speaking techniques.
- Demonstrate understanding of different genres and their distinguishing characteristics.

Learning Activities

- Newspaper
- Bookseller's project
- Create a website
- Index card book report
- Literary analysis
- Obituary
- Trading places
- Character sketch
- Character cards
- New ending
- Compare and contrast
- Research
- Essay
- Blogs
- Travel brochure
- Character page?

Assessments

- Newspaper-students will present various aspects of the novel in the form of a newspaper.
- Bookseller's project-students will work in groups and read the same novel. Then, they will create a sales pitch for their book and present it to the class using a visual aid.
- Create a website: students will create a website on the novel and present it to the class.
- Index card book report-students will present the characteristics of the genre and display on index cards which will then be put together to form a chain.
- Literary analysis-students will write a literary analysis essay on the novel.
- Obituary- students will write an obituary for one of the characters in the novel.
- Trading places-students will write an essay explaining which character they would like to trade places with and why.
- Character sketch-students will give a speech as a character of the novel to the class.
- Character cards-students will create a card for each main character of the novel presenting information they learned about the person.
- New ending- students will write a new ending for the novel they just read.
- Compare and contrast-students will compare and contrast the book they read to the movie.
- Research: students will conduct research on the author of the novel they chose.
- Essay: students write an essay that explains certain components of the novel.
- Blog: students will create a blog for their novel.
- Travel brochure: students will create a travel brochure based on the settings of the novel.

21st Century Skills

| | | | | | | | |
|---|------------|---|-------------------|---|---------------|---|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
|---|------------|---|-------------------|---|---------------|---|---------------|

| | | | | | |
|---|------------------------|----------|----------------------|----------|----------------|
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> Technology: research, websites, blogs | | | | | |
| Technology Integration | | | | | |
| <ul style="list-style-type: none"> 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. | | | | | |

| | | | | | |
|--|---------|--------------|-------------|-------------------|----------------------------|
| Course name | Reading | Level | Grade Seven | Time Frame | Throughout the school year |
| Topic | | | | | |
| Vocabulary Lessons 1-18 | | | | | |
| Essential Questions | | | | | |
| Students will be able to answer the following questions: | | | | | |
| <ul style="list-style-type: none"> What is the importance of developing your vocabulary? Why is it important to expand your reading and writing vocabulary? What are context clues? What is the overall meaning of the reading passages? Why is it important to know synonyms and antonyms for words? How is vocabulary essential to other subject areas? Why is it important to use new words in everyday life? How does learning new vocabulary impact your reading comprehension? | | | | | |
| Enduring Understandings | | | | | |
| Students will: | | | | | |
| <ul style="list-style-type: none"> Be able to explain the importance of developing their vocabulary. Be able to explain why is it important to expand your reading and writing vocabulary. Be able to explain the importance of using context clues. Be able to explain the overall meaning of the reading passages. Be able to explain the importance of knowing synonyms and antonyms Be able to explain how vocabulary is essential to other subject areas. Be able to explain why is it important to use new words in everyday life. Be able to demonstrate vocabulary development in various forms. Be able to explain how new vocabulary impacts reading comprehension. | | | | | |
| Alignment to Common Core and Career Standards ELA | | | | | |
| RL7.4 RI7.4 SL7.1 L7.1, L7.3, L7.4, L7.5, L7.6 | | | | | |
| Key Concepts and Skills | | | | | |
| <ul style="list-style-type: none"> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | | | | | |

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Activities

- Vocabulary book
- Vocabulary posters
- Games
- Quizzes and tests
- Essay
- Everyday life activity

Assessments

- Vocabulary book: students will complete exercises in textbook.
- Vocabulary posters: students will create a poster for a vocabulary word which displays the definition, sentence demonstrating proper usage, and a picture to associate the word with.
- Games: review games (use various resources).
- Quizzes and tests
- Essay
- Everyday life activity: students will have to locate vocabulary words in their everyday life and present their findings to the class.

21st Century Skills

| | | | | | | | |
|----------|------------------------|----------|----------------------|----------|----------------|----------|---------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Technology: review games

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

| | | |
|---|--------------------------|---|
| Course name Reading | Level Grade Seven | Time Frame Four weeks (spread throughout the year) |
| Topic | | |
| Response to Literature: <i>Write Source</i> (Advanced: three minimum, Blended: two minimum) | | |
| Essential Questions | | |
| Students will be able to answer the following questions: | | |
| <ul style="list-style-type: none"> ● What is literary analysis? ● Why is it important to analyze aspects of literature? ● What are the important elements of literary analysis? ● How do you effectively plan and organize a literary analysis essay? ● Where would you find the supporting details and/or evidence needed to support your thesis? ● Is it important to cite for a literary analysis essay? | | |
| Enduring Understandings | | |
| Students will: | | |
| <ul style="list-style-type: none"> ● Be able to define literary analysis. ● Be able to analyze aspects of literature. ● Be able to identify and explain the important elements of literary analysis. ● Be able to plan effectively and organize a literary analysis essay. ● Be able to find the supporting details and/or evidence needed to support their thesis. ● Be able to explain why it is important to cite for a literary analysis essay. ● Demonstrate comprehension of the selected piece. ● Demonstrate comprehension of literary analysis. | | |
| Alignment to Common Core and Career Standards ELA | | |
| RL.7.1, RL.7.2, RL.7.3, RL.7.5, RL.7.6, RL.7.7, RL.7.9 W7.1, W7.2, W7.4, W7.5 SL7.3, SL7.4, SL7.5 L7.1, L7.2, L7.3, L7.6 | | |
| Key Concepts and Skills | | |
| <ul style="list-style-type: none"> ● Read closely to determine what the text says explicitly and to make logical inferences from it. ● Cite specific textual evidence to support analysis. ● Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● Analyze the structure of texts. ● Assess how point of view or purpose shapes the content and style of a text. ● Analyze how two or more texts address similar themes or topics. ● Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately. ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● Develop and strengthen writing as needed through the use of the writing process. ● Evaluate a speaker's point of view, reasoning, and use of evidence. ● Make use of digital media and visual displays of data to express information and enhance understanding of presentations. | | |
| Learning Activities | | |
| <ul style="list-style-type: none"> ● Character analysis ● Essay | | |

- Peer edit
- Pre-write
- Revision
- Publishing
- Research
- Drafting
- Outline
- Writing models

Assessments

- Character analysis: students will analyze characters in a piece of literature (paragraph and/or essay)
- Essay: students will write a literary analysis essay on a piece of literature using examples and details from the book.
- Peer edit
- Pre-write
- Revision
- Publishing
- Research
- Drafting
- Outline
- Writing models: students will examine and discuss student samples.

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Technology: research

Technology Integration

- 8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

| | | |
|----------------------------|--------------------------|--------------------------------------|
| Course name Reading | Level Grade Seven | Time Frame Four to five weeks |
|----------------------------|--------------------------|--------------------------------------|

Topic

Touching Spirit Bear (Required for blended)

Essential Questions

Students will be able to answer the following questions:

- What are the themes presented in the novel through the characters actions?
- Who are the major characters, and how do they develop and change throughout the course of the novel?
- What is Circle Justice and its purpose?
- What is a totem and a totem pole and their meaning?
- What are the important symbols in the novel, and what are their significances?
- What is internal and external conflict?
- What is the importance and value in self discovery or self worth?
- What is the value of friendship and believing in one self?
- What is the purpose of using literary devices such as flashbacks?
- How can life's challenges impact a character's development?

Enduring Understandings

Students will:

- Be able to identify and explain the themes presented in the novel.
- Be able to identify and explain the major characters and how they develop and change.
- Be able to explain Circle Justice and its purpose.
- Be able to identify and explain the meaning of a totem and a totem pole.
- Be able to identify and explain symbolism.
- Be able to identify and explain internal and external conflict.
- Be able to explain the importance and value in self discovery and/or self worth.
- Be able to explain the importance and value of friendship and believing in one self.
- Be able to identify the purpose of using literary devices such as flashbacks.
- Be able to explain how life's challenges impact a character's development.

Alignment to Common Core and Career Standards ELA

R7.1, R7.2, R7.3, R7.4, R7.5, R7.6, R7.10

RL7.1, RL7.2, RL7.3, RL7.10

W7.1, W7.2, W7.4, W7.7, W7.8

SL7.1, SL7.2, SL7.4, SL7.5, SL7.6

L7.1, L7.2, L7.3

Key Concepts and Skills

- Identifying and explaining themes using textual support.
- Analyze how and why individuals and events influence one another.
- Demonstrate comprehension of text and its abstract concepts.
- Demonstrate higher leveling thinking skills.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Write arguments to support claims in an analysis of literature.
- Write informative/explanatory texts to examine and convey complex ideas and information.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- Integrate and evaluate information presented in diverse media and formats.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Learning Activities

- Research project
- Totem pole project
- Plank house project
- Four corners
- Blog
- Book Talk and/or Literary Circles
- Anger activity
- Essay
- Scrapbook project
- Exit tickets
- Movie Poster
- Board game
- Book Soundtrack
- Hot Seat

Assessments

- Research project: students will conduct research on an important component of the novel for example, Circle Justice program and its purpose in order to present their findings to the class.
- Totem pole project: students will work in small groups in designing a totem pole based on their tribe. Each student will create their own totem which will be displayed with the others in the group as well.
- Plank houses: students will work in small groups in designing a plank house based on the novel. Each student will create their own totem which will be displayed with the others on a totem pole that will be placed alongside their plank house.
- Four corners: Statement will be written on the board. Students will choose a position on it (strongly agree, agree, disagree, and strongly disagree) and will have to support their point-of-view using examples and details from the novel. They will be able to change their position on the topic based on others responses which will allow students to physically move from one corner to another to show their change of mind.
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion.
- Exit tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period.
- Book Talk and/or Literary Circles: Students will meet and discuss the novel and/or a part of the novel and select an activity to complete as a group. Activity is to be presented to the class.
- Movie Poster: (This activity can be done in groups or individually) Students will design an original movie poster based on the novel.
- Book Soundtrack: Students will choose a song that best represents the novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval, and explain how and why it is appropriate for the assignment.
- Essay: students will write a persuasive essay on whether Cole has changed or not using examples and details from the novel.
- Essay: students will write a persuasive essay on whether or not Cole deserved to return to the island.
- Essay: Compare and contrast Cole and Peter.
- Scrapbook project: students will design a scrapbook based on a main character from the book and display images and documentation of important events in the story. Students may choose the point of view for this project.
- Board Game: Students will create a board game using characters, symbols, setting, etc. based on the novel.
- Hot Seat: students will work in small groups using the Hot Seat worksheet to prepare for the presentation. Each group will be assigned a character from the novel to interview and the roles each member must play. The character that was assigned to be the character will be placed in the “hot seat” and questioned by other group members in order to gain further insight on the character’s motives and behavior.

21st Century Skills

| | | | | | | | |
|----------|-------------------------------|----------|-----------------------------|----------|-----------------------|----------|----------------------|
| X | Creativity | X | Critical Thinking | X | Communication | X | Collaboration |
| X | Career and Life Skills | X | Information Literacy | X | Media Literacy | | |

Interdisciplinary Connections

- Technology: research/blog
- Art: totem pole/plank house project
- Music: book soundtrack

Technology Integration

8.1 Educational Technology-All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Course name Reading

Level Grade Seven

Time Frame Four to Five Weeks

Topic

Homeless Bird

Essential Questions

Students will be able to answer the following questions:

- What are the important symbols in the novel and why are they significant?
- How does the author's use of literary devices impact the writing?
- How does the culture impact the characters decisions?
- What is internal and external conflict?
- How does the character develop and change throughout the course of the novel?
- What is the value of friendship and believing in oneself?
- What is the importance of overcoming and persevering through life's challenges?
- Why is it important to be aware of others cultures and their values?

Enduring Understandings

Students will:

- Be able to identify and discuss key ideas and details from the novel
- Be able to identify and discuss symbolism used in the novel
- Be able to identify and define the purpose of using literary devices
- Analyze the craft and structure of the novel
- Be exposed to various writing genres and purposes
- Produce a written composition
- Use evidence to support their analysis and/or reflection
- Demonstrate their comprehension of the novel
- Present knowledge and ideas in various formats
- Apply conventions and knowledge of standard English
- Acquire and demonstrate vocabulary usage
- Be exposed to a variety of cultures and their values
- Be able to infer
- Demonstrate comprehension between essential and nonessential information
- Identify and analyze internal and external conflict

Alignment to Common Core and Career Standards ELA

RL 7.1, RL7.2, RL7.3, RL7.4, RL7.6, RL7.10

SL7.1, SL7.2, SL7.3, SL7.4, SL7.6

L7.1, L7.2, L7.3, L7.4, L7.5, L7.6

W7.1,W7.4, W7.9.a, W7.10

Key Concepts and Skills

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 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.

- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 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.
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
- 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.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- 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.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and

audiences.

Learning Activities

- Plot Points
- Research Project
- Story Quilt Project
- Essay
- Quizzes and Tests
- Blog
- Book talk and/or literary circles
- Book Soundtrack
- Exit Tickets
- Journal
- Movie Poster
- Value of Rupees Activity
- Literacy Activity
- Documentary

Assessments

- Plot Points: List and describe key plot points using a plot diagram
- Research Project: Research important components of the novel and present the findings to the class
- Story Quilt Project: use symbols to illustrate key plot events, settings, and themes from the story and present
- Essay: Choose three challenges Koly faced and discuss how it affected her character development
- Quizzes and Tests: Students will complete quizzes and tests
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion
- Book Talk and/or Literary Circles: Students will meet and discuss the novel and/or part of the novel and select an activity to complete as a group. Activity is to be presented to the class.
- Book Soundtrack: Students will choose a song that best represents a novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval and explain how and why it is appropriate for the assignment
- Exit Tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period
- Journal: students will complete reflective and analytical writings in a journal to help them connect and make inferences about different aspects of the novel
- Movie Poster: Students will design an original movie poster based on the novel
- Value of Rupees Activity: Students will complete a math based value of rupees compared to the US Dollar to better understand aspects of the novel
- Literacy Activity: Students will complete an activity on what it is like to be illiterate and literate in a community
- Documentary: Students will view documentaries to draw connections and gain understanding of aspects of the novel

21st Century Skills

| | | | | | | | |
|---|------------|---|-------------------|---|---------------|---|---------------|
| x | Creativity | x | Critical Thinking | x | Communication | x | Collaboration |
|---|------------|---|-------------------|---|---------------|---|---------------|

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|--|-------------------------------|----------|-----------------------------|----------|-----------------------|
| x | Life and Career Skills | x | Information Literacy | x | Media Literacy |
| Interdisciplinary Connections | | | | | |
| <ul style="list-style-type: none"> • Social Studies (India society and culture) • Math: Rupee activity • Art: Quilt Project, Movie poster • Music: Soundtrack project | | | | | |
| Technology Integration | | | | | |
| <ul style="list-style-type: none"> • 8.1 Educational Technology-all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge | | | | | |

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|----------------------------|--------------------------|--------------------------------------|
| Course name Reading | Level Grade Seven | Time Frame Four to Five Weeks |
|----------------------------|--------------------------|--------------------------------------|

Topic

Tangerine

Essential Questions

- Students will be able to answer the following questions:
- What are the important symbols in the novel and why are they significant?
 - What is a hero?
 - What is the theme of the novel?
 - How do the characters develop and change throughout the course of the novel?
 - What is the value of friendship and believing in oneself?
 - What is the importance of overcoming and persevering through life’s challenges?
 - What is the importance and value of self-discovery and self-worth?
 - How does the structure of the novel develop the plot?
 - How can life’s challenges impact a character’s development?

Enduring Understandings

- Students will:
- Be able to identify and discuss key ideas and details from the novel
 - Be able to identify and discuss symbolism used in the novel
 - Be able to identify and discuss theme in the novel
 - Analyze the craft and structure of the novel
 - Be exposed to various writing genres and purposes
 - Produce a written composition
 - Use evidence to support their analysis and/or reflection
 - Demonstrate their comprehension of the novel
 - Present knowledge and ideas in various formats
 - Apply conventions and knowledge of standard English
 - Acquire and demonstrate vocabulary usage
 - Be able to infer
 - Demonstrate comprehension between essential and nonessential information
 - Make connections between their lives and the characters lives

Alignment to Common Core and Career Standards ELA

RL 7.1, RL7.2, RL7.3, RL7.4, RL7.6, RL7.10
 SL7.1, SL7.2, SL7.3, SL7.4, SL7.6
 L7.1, L7.2, L7.3, L7.4, L7.5, L7.6
 W7.1,W7.4, W7.9.a, W7.10

Key Concepts and Skills

- Cite several pieces of textual evidence to support analysis of what the text says explicitly as

well as inferences drawn from the text.

- 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.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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.
- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence
- 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.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Learning Activities

- Plot Points
- Research Project
- Essay
- Quizzes and Tests
- Blog
- Book talk and/or literary circles

- Book Soundtrack
- Exit Tickets
- Journal
- Movie Poster
- Open Ended Response

Assessments

- Plot Points: List and describe key plot points using a plot diagram
- Research Project: Research the symbols in the novel, analyze why the author chose those symbols and present the findings to the class
- Essay: Students will complete an literary analysis essay analyzing the novel
- Quizzes and Tests: Students will complete quizzes and tests
- Blog: Students will respond to various levels of questioning posted on the classroom blog. Students will also post their own questions and respond to one another to enhance class discussion
- Book Talk and/or Literary Circles: Students will meet and discuss the novel and/or part of the novel and select an activity to complete as a group. Activity is to be presented to the class.
- Book Soundtrack: Students will choose a song that best represents a novel as a whole or a specific event from the novel. They will provide the teacher with a copy of the lyrics ahead of time for approval and explain how and why it is appropriate for the assignment
- Exit Tickets: Students will respond to a question posed by the teacher and answer it on a piece of paper or index card which will allow them to exit the classroom at the end of the period
- Journal: students will complete reflective and analytical writings in a journal to help them connect and make inferences about different aspects of the novel
- Movie Poster: Students will design an original movie poster based on the novel
- Open Ended Response: Students will answer open ended response questions critically analyzing the novel

21st Century Skills

| | | | | | | | |
|---|------------------------|---|----------------------|---|----------------|---|---------------|
| x | Creativity | x | Critical Thinking | x | Communication | x | Collaboration |
| x | Life and Career Skills | x | Information Literacy | x | Media Literacy | | |

Interdisciplinary Connections

- Art: Movie poster
- Music: Soundtrack project
- Science: Research project

Technology Integration

- 8.1 Educational Technology-all students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge