

Subject: ELA

Grade: 7

Unit: 2

Duration: 4 weeks

Essential Question(s):

- Is literature always a reflection of life?

Freak the Mighty

- What do we create to make sense of our world?

Strands	Standards	Student Learning Targets "I Can" statements	Teacher Instructional Focus	Skills (verbs) Terms (academic vocab)	Assessments
Reading Literary Text	<p>RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>I can:</p> <ul style="list-style-type: none"> Identify the point of view of the characters or narrator(s) in a text. Show how the characters' points of view are different from each other Identify several types of figurative language in a text. Identify different meanings associated with words in a text. Determine how rhymes and sound repetitions influence a text 	<p>Explain how to compare and contrast different points of view in a text.</p> <p>Identify and explain figurative language and connotative meanings of words.</p> <p>Explain how rhyme and sound repetition influences a verse or stanza of a poem, story, or drama</p>	<p>Analyze, develops, contrasts</p> <p>Point of view, irony, dramatization</p> <p>Connotation, parody Repetition, plot, Comedy, point of view Fantasy, theme Hyperbole, tragedy Irony: verbal, situational, dramatic, Oxymoron</p>	<p>Formal/informal assessments;</p> <p>Graphic organizer-- theme, character, and/or plot development chart; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation</p>
	<p>7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences:</p> <p>a. Engage and orient the reader by establishing</p>	<p>I can:</p> <ul style="list-style-type: none"> Write a logical, detailed narrative about real or imagined events or experiences. Hook the reader by introducing ideas, 	<p>Model and explain elements of a narrative structure: setting, point of view, narrator, characters, sequence of events, pacing, and resolutions.</p> <p>Model and explain elements of narrative writing: transitions,</p>	<p>Develop, engage, establish, introduce, organize, unfold, convey, capture, provide, reflect</p> <p>Narratives, plot structure, sequence of events, descriptive details, characters, setting, point of</p>	<p>Graphic organizers, brainstorm /discussion sessions, workshop activities, student teacher conferences; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy,</p>

	<p>a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events, and or characters.</p>	<p>point of view, a narrator and/or characters. Organize events in a natural, logical order.</p> <ul style="list-style-type: none"> Write a narrative using techniques such as dialogue, pacing, and description. Use these narrative techniques to develop events, and/or characters Use transition words and phrases to show order of events or changes in setting. Use precise words, relevant description, and sensory details to reveal the action and experiences of the story. Conclude my story by reflecting on experiences or events. 	<p>precise language, dialogue, and sensory details.</p> <p>Model and explain comma placement.</p> <p>Model and explain effective use of adjectives and descriptive details.</p>	<p>view, narrator, narrative writing, conclusion /concluding statement</p>	<p>debate, oral presentations, visual technological presentation</p>
Speaking & Listening	S.L.7.3 -Delineate a speaker's argument and specific claims, evaluating the soundness of the	<p>I can:</p> <ul style="list-style-type: none"> Outline specific claims and link them to a 	Demonstrate how to trace and evaluate claims in an argument.	<p>Delineate, evaluating Argument, claim, reasoning, relevance, sufficiency, evidence</p>	<p>Formal/informal assessments;</p> <p>Graphic organizer-- theme, character, and/or plot development chart;</p>

	reasoning and the relevance and sufficiency of the evidence.	<p>speaker's argument.</p> <ul style="list-style-type: none"> Evaluate whether or not the speaker's reasons support the claims in the argument. Determine whether or not there is enough relevant evidence to support the argument. 	Identify sound reasoning and sufficient evidence in an argument		entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation
Language	<p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p> <p>L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <p>a. Choose language that expresses</p>	<p>I can:</p> <ul style="list-style-type: none"> Use correct capitalization, punctuation, and spelling in my writing. Correctly use a comma to separate adjectives. Correct misspelled words in my writing. Demonstrate how language should sound when it is spoken, written, and read. <p>a. I can revise my writing to avoid wordiness and repetition</p>	<p>Demonstrate conventions of standard English capitalization, punctuation, and spelling to improve students' writing</p> <p>Model language and its conventions, emphasizing precise word choice to eliminate wordiness and repetition.</p>	<p>Demonstrate, use Conventions of English – capitalization, punctuation, spelling, etc) ellipsis</p>	<p>Formal/informal assessments;</p> <p>Graphic organizer-- theme, character, and/or plot development chart; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation2.13</p>

	ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				

Literary Works:

Freak the Mighty, Rodman Philbrik

The Outsiders: S.E. Hinton

A Girl Named Disaster (Nancy Farmer)

Diary of a Wimpy Kid : The Last Straw (Jeff Kinney)

Peter Pan in Scarlet (Geraldine McCaughrean)

Poetry - I Feel a Little Jumpy Around You: Paired Poems by Men & Women

Informational Texts

Almost Astronauts: 13 Women Who Dared to Dream (Tanya Lee Stone)

The Physics of Star Trek (Lawrence M. Krauss)