

Subject: ELA
Grade: 7
Unit: 3
Duration: 6 weeks

Essential Question(s):
-What similarities and differences exist among characters who survive difficulties?
-How do we survive in spite of adverse circumstances?

Outsiders

Strands	Standards	Student Learning Targets "I Can" statements	Teacher Instructional Focus	Skills (verbs) Terms (academic vocab)	Assessments
Reading Literary Text	<p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL. 7.10: Read and comprehend literature including stories, drams, and poems proficiently with scaffolding.</p>	<p>I can:</p> <ul style="list-style-type: none"> Identify the theme in a text. Explain how the theme of a text is developed. Summarize a text. 	<p>Model how to identify and analyze a theme or central idea of a text</p> <p>Model how to correctly summarize a text</p>	<p>Determine, analyze, provide</p> <p>Central/main idea, theme, setting, characters, plot, events, objective summary, who/what/when/where/why, adversity, figurative language,</p> <p>Read, comprehend, scaffolding, drama, literary genres</p>	<p>Formal/informal assessments; Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>
Reading Informational Text	<p>RI.7.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone</p> <p>RI.7.5 -Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>I can:</p> <ul style="list-style-type: none"> Identify examples of figurative language in a text. Identify different meanings associated with words in a text. Define technical vocabulary in a text. Analyze the author's word choice and tone. <p>I can:</p> <ul style="list-style-type: none"> Explain how an author organizes a text to develop ideas. Point out major sections of the text and explain how they contribute to the entire text. 	<p>Model how to determine word meanings by using figurative and connotative language, technical vocabulary, word choice, and tone.</p> <p>Identify the organization of a text and how major sections develop ideas.</p>	<p>Determine, used, analyze</p> <p>Context clues, figurative language, connotative meanings, technical meanings, mood, tone, analogies, allusion</p>	<p>Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>
Writing	<p>W.7.1- Write arguments to support claims with clear reasons and relevant evidence</p>	<p>I can:</p> <ul style="list-style-type: none"> write a claim and support it with reasons and evidence. 	<p>Explain and model the elements of argument: claims, counterclaims, reasons that support claims, and relevant</p>	<p>Write, introduce, acknowledge, organize, support, demonstrating, create, clarify, provide,</p>	<p>Rubric; Graphic organizer, entrance/exit slips; written response; Study Island topic</p>

	<p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>a. I can write a claim(s) and recognize opposing views to my claim.</p> <p>a. I can logically organize reasons and evidence that support a claim(s).</p> <p>b. I can support my claim(s) by using logical reasons and relevant evidence. I can support my claim(s) with accurate sources of information</p> <p>c. I can use words, phrases, and clauses to clearly show how claim(s), reasons, and evidence fit together.</p> <p>d. Use formal words and language to write about an issue or topic.</p> <p>e. End my writing with a concluding statement that backs up the claim(s) in my argument.</p>	<p>evidence that sustains reasons.</p> <p>Model appropriate formal style and organization to create cohesion and clarify relationships between claims, reasons, and evidence.</p>	<p>follows, supports, presented</p> <p>Argument claim, counter-claim, textual evidence that supports-claims, voice, credible sources, topic, persuasive writing techniques</p>	<p>assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>
Speaking & Listening	S.L.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use	<p>I can:</p> <ul style="list-style-type: none"> Give a presentation that makes claims using supportive facts, details, and examples. Give a presentation where I 	Demonstrate how to present a well-delivered speech that includes claims supported by pertinent descriptions, facts, details, and examples.	<p>Present, emphasizing, use</p> <p>Coherence, relevance, speaking techniques (eye contact, volume,</p>	Rubric, Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual

	<p>appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>S.L.7.3 -Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>use eye contact and a clear, loud voice.</p> <p>I can:</p> <ul style="list-style-type: none"> • Outline specific claims and link them to a speaker's argument. • Evaluate whether or not the speaker's reasons support the claims in the argument. <p>Determine whether or not there is enough relevant evidence to support the argument.</p>	<p>Demonstrate how to trace and evaluate claims in an argument.</p> <p>Identify sound reasoning and sufficient evidence in an argument</p>	<p>pronunciation)</p> <p>Delineate, evaluating</p> <p>Argument, claim, reasoning, relevance, sufficiency, evidence</p>	<p>literacy, debate, oral presentations, visual technological presentation; OAA practice assessments, PARCC practice assessments</p>

Literary Works:

The Outsiders,
Hatchet (Gary Paulsen)
The Call of the Wild - (Jack London)
"The Song of Wandering Aengus" (William Butler Yeats)

Informational Texts

Guts (Gary Paulsen)
Will Hobbs
Into the Ice: The Story of Artic Exploration (Lynn Curlee)