

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

**Essential Question(s):**  
How do characters, real and fictional, use words and actions to demonstrate perseverance?  
  
Why do some people persevere and others give up?

Strands	Standards	Student Learning Targets "I Can" statements	Teacher Instructional Focus	Skills (verbs) Terms (academic vocab)	Assessments
<p><b>Reading Literary Text</b></p>	<p>RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</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 on a specific verse or stanza of a poem or section of a story or drama.</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of subject</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Explain how elements of a story work together.</li> <li>Demonstrate comprehension of literature.</li> </ul> <p>I can:</p> <ul style="list-style-type: none"> <li>Explain various forms of figurative language.</li> <li>Analyze the impact of various forms of figurative language.</li> </ul>	<p>Analyze the interaction of story elements such as setting, characters, and plot</p> <p>Model writing a bio-poem about an individual real or fictional.</p> <p>Pose questions for class discussion:</p> <ul style="list-style-type: none"> <li>During what historical time period does the novel/biography take place?</li> <li>Where did the person or character live, and why?</li> <li>What was that individual's historical context?</li> <li>What role, if any, does the person or character's family play in his/her life?</li> <li>What obstacle(s) does the individual overcome? How?</li> </ul> <p>Explain and Model various forms of figurative language. Analyze the impact of figurative language in various literary works.</p>	<p>Analyze, interact, shape</p> <p>Drama, script, dialogue, character traits, plot, development, author's purpose, point of view, dramatization</p> <p>Biography, tone External conflict, photo-biography Internal conflict Diction, Imagery Graphical autobiography</p> <p>Compare, contrast, analyze</p> <p>Types of media, media formats</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 questions, PARCC practice questions</p>
<p><b>Reading Informational Text</b></p>	<p>RI.7.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Find more than one central idea in a text.</li> <li>Find more than one central idea in a text.</li> <li>Summarize a text.</li> </ul> <p>I can:</p> <ul style="list-style-type: none"> <li>Identify an author's point of view or purpose in a</li> </ul>	<p>Explain and analyze how multiple central ideas are developed in a text.</p> <p>Model how to correctly summarize text.</p> <p>Model how to determine an author's point of view or purpose.</p>	<p>Determine, analyze, provide</p> <p>Non-fiction, central ideas, main idea, objective summary, supporting details/ideas, objective summary</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>RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the</p> <p>author distinguishes his or her position from that of others.</p>	<p>text.</p> <ul style="list-style-type: none"> <li>Explain how the author's point of view differs from others' perspectives.</li> </ul>	<p>Identify the central ideas of a text</p> <p>Discuss how an author sets up his unique position and distinguishes it from other common theories or ideas.</p> <p>Distinguish among the connotations (associations) of words with similar denotation (definitions).</p>		
<b>Writing</b>	<p>W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>research several different resources to answer an assigned question</li> <li>come up with additional questions related to the original research to further my investigation</li> </ul>	<p>Model how to use several research sources to answer questions and how to generate more questions for further investigation.</p> <p><b>*NOTE:</b> A comparison of 7.7 and 8.7 implies that 7th grade students do not generate the original research questions</p>	<p>Conduct, generate</p> <p>Research project, sources, focused questions</p>	<p>Rubrics, Graphic organizer-- entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation, OAA practice questions, PARCC practice questions</p>
<b>Writing</b>	<p>W.7.8 -Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Search specific terms to gather relevant information from many print and digital sources.</li> <li>Determine if a source is believable and uses correct information.</li> <li>Quote and paraphrase information from sources without plagiarizing others' words and ideas.</li> </ul>	<p>Model effective search strategies to gather relevant information from print and digital sources. Demonstrate how to determine credibility and accuracy of sources. Model how to quote, paraphrase, and cite information correctly.</p>	<p>Gather, assess, quote, paraphrase, plagiarize</p> <p>Multiple resources – print, digital, etc, citations, APA, MLA</p>	<p>Rubrics, Graphic organizer-- entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation, OAA practice questions, PARCC practice questions</p>

		<ul style="list-style-type: none"> <li>Correctly cite my sources in the text or at the end of my paper</li> </ul>			
<b>Speaking &amp; Listening</b>	<p>S.L.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Communicate and respond to ideas about a variety of topics during discussions.</li> <li>Ask questions and make comments about the topic that encourage others to respond during discussions.</li> <li>Consider other points of view during discussions that may broaden my own understanding.</li> </ul>	<p>Establish participants' roles and responsibilities as they apply to various discussion groups. Provide opportunities for students to prepare for and participate in discussion groups.</p> <p>Demonstrate appropriate eye contact, adequate volume, and use clear pronunciation while presenting claims and findings.</p> <p>Model formal or informal in speech appropriately in the context of a given situation.</p> <p>Demonstrate command (correct use) of formal English when speaking.</p>	<p>Engage, express, prepared, researched, respond, pose, acknowledge, express, define, refer, draw</p> <p>Collaborative discussion, active listening, synthesize</p>	<p>Graphic organizer; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation</p>
<b>Language</b>	<p>L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>Use a variety of strategies to determine what a word or phrase means.</li> </ul>	<p>Model various strategies to determine the intended meanings of words, using context clues, syntax, Greek or Latin word parts, reference materials, and inferred meanings of words.</p>	<p>Determine, clarify, use, consult, verify,</p> <p>Connotation, affix, reference materials(e.g. dictionaries, glossaries, thesauruses) inference</p>	<p>Graphic organizer, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation</p>

	<p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>b. Determine the meaning of a word through my knowledge of Greek or Latin word parts.</li> <li>d. Guess at the meaning of a word and then double check to see if I am right by using a dictionary</li> </ul>	<p>Prefixes: bi-, extra-, fore-, il-, im-, mis-, post-, pre-, re-, un-;  Suffixes: -able, -ible, -ate, -er, -or, -ful, -ist, less, -ly, -ment, -tion</p> <p>Display synonyms and antonyms for perseverance and other vocab words</p>		
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**Literary/Informational Texts:**

- The Watson’s go to Birmingham, 1963 (Christopher Paul Curtis)
- Ruby Bridges ( movie & picture book)
- Remember the Titans (video)
- The Birmingham Bombings (newspaper clippings)
- The Civil Rights Movement in America
- The Miracle Worker – A play (William Gibson)
- “Oranges “ – poetry (Gary Soto)
- Helen Keller – A photographic Story of a Life (Leslie Garrett)