



DEKALB COUNTY SCHOOL DISTRICT RIGOROUS CURRICULUM DESIGN UNIT PLANNING ORGANIZER

| | |
|-------------------------|---|
| Subject(s) | English Language Arts |
| Grade and Course | 7 th Grade |
| Unit of Study | Unit 1: Exploring Narrative Reading and Writing |
| Pacing | Timeframe: 6 weeks (traditional) 4 weeks (block) |

**“Unwrapped” Priority Georgia Standards of Excellence
Skills and Concepts**

ELAGSE7RL3: ANALYZE how particular elements of a story or drama interact. (e.g., how settings shape the characters or plot)

ELAGSE7RL6: ANALYZE how an author develops and contrasts the points of view of different characters or narrators in a text.

ELAGSE7RI3: ANALYZE the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

ELAGSE7W4: PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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| "Unwrapped" Priority Standards | | | |
|---|--|--|--|
| "Unwrapped" Concepts (Students Need to Know) | "Unwrapped" Skills (Students Need to Be Able to Do) | Bloom's Taxonomy Levels | DOK (For Overall Standard) |
| ELAGSE7RL3 <ul style="list-style-type: none"> Elements of a story. | ELAGSE7RL3 <ul style="list-style-type: none"> ANALYZE | ELAGSE7RL3 <ul style="list-style-type: none"> 4 (Analyze) | ELAGSE7RL3 <ul style="list-style-type: none"> 2 (Skills and Concepts) |
| ELAGSE7RL6 <ul style="list-style-type: none"> Author's point of view. Characters and narrators | ELAGSE7RL6 <ul style="list-style-type: none"> ANALYZE | ELAGSE7RL6 <ul style="list-style-type: none"> 4 (Analyze) | ELAGSE7RL6 <ul style="list-style-type: none"> 3 (Strategic Thinking) |
| ELAGSE7RI3 <ul style="list-style-type: none"> Interactions between individuals, events, and ideas. | ELAGSE7RI3 <ul style="list-style-type: none"> ANALYZE | ELAGSE7RI3 <ul style="list-style-type: none"> 4 (Analyze) | ELAGSE7RI3 <ul style="list-style-type: none"> 3 (Strategic Thinking) |
| ELAGSE7RW4 <ul style="list-style-type: none"> Clarity and coherence Development, organization, and style. | ELAGSE7RW4 <ul style="list-style-type: none"> PRODUCE | ELAGSE7RW4 <ul style="list-style-type: none"> 6 (Create) | ELAGSE7RW4 <ul style="list-style-type: none"> 3 (Strategic Thinking) |

Supporting Standards

ELAGSE7RL3: ANALYZE how particular elements of a story or drama interact.

- ELAGSE7RL4: 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.
- ELAGSE7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

ELAGSE7RL6: ANALYZE how an author develops and contrasts the points of view of different characters or narrators in a text.

- ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE7RL2: Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

ELAGSE7RI3: ANALYZE the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- ELAGSE7RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ELAGSE7RI2: 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.
- ELAGSE7RI4: 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.

ELAGSE7W4: PRODUCE clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- ELAGSE7W1: Write arguments to support claims with clear reasons and relevant evidence.
 - a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
 - b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d Establish and maintain a formal style.
 - e Provide a concluding statement or section that follows from and supports the argument presented.
- ELAGSE7W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.



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- d Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e Establish and maintain a formal style.
 - f Provide a concluding statement or section that follows from and supports the information or explanation presented.
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- **ELAGSE7W3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
 - d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - e Provide a conclusion that follows from and reflects on the narrated experiences or events.
 - **ELAGSE7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - **ELAGSE7SL2:** 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.

ELA Overarching Standards

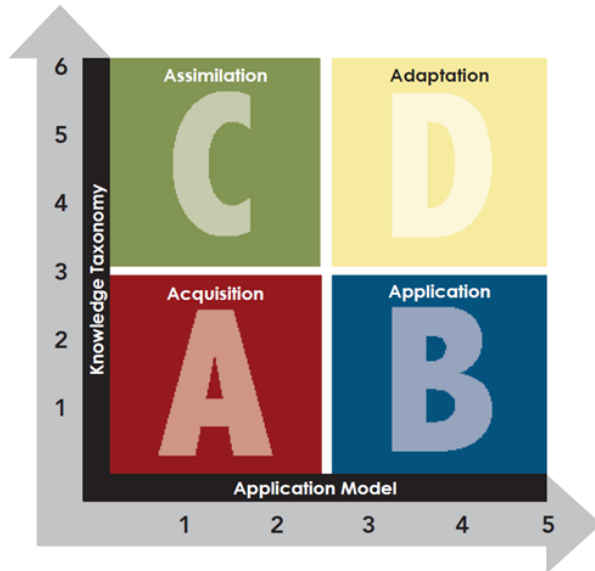
ELAGSE7RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE7RI.10 By the end of the year read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELAGSE7W.10 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 discipline-specific tasks, purposes, and audiences (begins in grade 3)



| Essential Questions | Corresponding Big Ideas |
|--|---|
| 1. Why do readers analyze and need to understand the elements of a story? | 1. Each element contributes to the development of a story and character development. |
| 2. Why is it important for a reader to understand characters' and narrator's points of view? | 2. Points of view of characters or narrators help readers to develop a deeper understanding of the characters their perspectives. |
| 3. How does a writer use interactions of individuals, events, and ideas and organization to develop of a piece of writing? | 3. The writer uses the interactions of individuals, events and ideas to influence one another and develop the writing |
| 4. How and why should writers use an organized structure and style? | 4. Writers must incorporate organization and style to present ideas logically for the task, purpose, and audience. |



Unit Assessments

Directions: *(Delete the italicized directions in this template when no longer needed)*

| Pre-Assessment | Post-Assessment |
|--|--|
| Student Version: 7_ELA_Unit1_Preassessment_Student Teacher Version: 7_ELA_Unit1_Preassessment_Teacher | Student Version: DeKalb Benchmark Assessment Teacher Version: DeKalb Benchmark Assessment |

| Scoring Guide | | | |
|---------------|--------------|---------|---------------|
| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |



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| | | | |
|--|--|---|--|
| All "3" criteria <i>plus</i> : <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> Meets ____ of the "3" criteria | <input type="checkbox"/> Meets fewer than ____ of the "3" criteria |
|--|--|---|--|



Performance Assessment

Engaging Scenario

Suddenly, a time machine has landed at your school's front door. A historical figure that you recently read about has emerged and he/she is lost in time. You must help this character by creating a present-day sequel to his/her story through an illustrated narrative. Your narrative must provide major events and different points of view of today's history and change the main character's point-of-view from the original story. You must show understanding of the historical text you are studying by creating a plot diagram.

Performance Task Synopses

Teacher notes: Students should have opportunities throughout the unit to engage in independent reading within their Lexile range. In addition, students should be exposed to and interact with text within or above the grade level text complexity band.

Task 1: (ELAGSE7RL3) Construct a plot diagram from the narrative of the historical figure that you have chosen.

Task 2: (ELAGSE7RL6) Develop a point of view chart. In the chart state the historical character's point of view. Also in the chart, present the alternate point of view of the historical character that you plan to use in your narrative.

Task 3: (ELAGSE7RI3) Research and create a timeline of today's major events that corresponds and relates to the historical character.

Task 4: (ELAGSE7W4/ ELAGSE7W3: a-e) Compose and design an illustrative narrative sequel of the historical character as he/she would live today.

Performance Task 1 In Detail

Standard: (ELAGSE7RL3)

Task 1 Student Directions:

Design a plot diagram of the historical narrative that you have chosen. Include the elements of a story: characters, setting, conflict, plot- exposition, rising action, climax, falling action, and resolution. You may use a poster board, technology presentation, or create your own presentation.

Task 1 Teacher Notes: Teach students all the elements of the story while reading historical narratives. Teach character traits and characterization. Make sure students understand how to complete a plot diagram prior to performance task. The teacher must model the plot diagram as it relates to the historical character that is not from the suggested text.

Resources:

Characterization notes:

http://www.readwritethink.org/files/resources/lesson_images/lesson800/Characterization.pdf

Seventh grade literary vocabulary chart:

http://clevelandm.johnston.k12.nc.us/UserFiles/Servers/Server_3024817/File/Shareable%20Document/Teachers/Language%20Arts/Brandi%20Ricapito/7th%20grade%20Literary%20Terms.pdf

Plot diagram:

http://www.readwritethink.org/files/resources/lesson_images/lesson800/IdentifyPlot.pdf

Suggested Text:

“Dirk the Protector” by Gary Paulsen

“Thank You, Ma’am” by Langston Hughes

“Casey at the Bat,” by Ernest Lawrence Thayer

“The Scholarship Jacket,” by Marta Salinas

“A Retrieved Reformation” by O. Henry

“American Childhood” by Annie Dillard

Suggested Novel:

Homeless Bird by Gloria Wheland

Code Talker; A Novel About the Navajo Marines of World War Two by Joseph Bruchac

Al Capone Does My Shirts, by Gennifer Choldenko

Night by Elie Wiesel



| Performance Task 1 Scoring Guide | | | |
|---|--|--|---|
| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
| <ul style="list-style-type: none"> ○ All of three plus May include one or both: ○ Illustrations of characters or events ○ Written Plot summary | <ul style="list-style-type: none"> ○ Student uses a story plot diagram to display the narrative in sequential order. ○ Includes all elements of a story (character, setting, plot) | <ul style="list-style-type: none"> ○ Meets one of the "proficient" criteria | <ul style="list-style-type: none"> ○ Not yet able to respond correctly |



Performance Task 2 In Detail

(ELAGSE7RL6) Develop a point of view chart that states the historical characters point of view in the original text and then changes the point of view. The chart must have three columns. In column one identify five quotes from a historical character. In the second column identify the historical character's point of view. In the third column change the characters point of view. For example, if the quote is in first person point of view, change the point of view to third person.

Task 2 Student Directions: Create a 3- column chart. In column 1, list five quotes from your historical character. In column 2, next to each quote write the original point of view. In column 3, change each quote's point of view.

Task 2 Teacher Notes:
Students must know how to identify the point of view, personal pronouns, and change pronouns to different points of view.

Suggested Text:

- “The Scholarship Jacket,” by Marta Salinas
 - “A Retrieved Reformation” by O. Henry
 - “Encounter with Martin Luther King Jr.,” by Maya Angelou
- from *The Papers of Martin Luther King Jr, Memorandum*

Suggested Novel:

- Homeless Bird* by Gloria Wheland
- Code Talker; A Novel About the Navajo Marines of World War Two* by Joseph Bruchac
- Al Capone Does My Shirts*, by Gennifer Choldenko
- Night* by Elie Wiesel

Performance Task 2 Scoring Guide

| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
|--|--|---|-------------------------------------|
| All of level three plus ○ Explain how the change in point of view effects what is in the quote. | ○ Students create three columns; ○ List five quotes, ○ Identify the points of view of all five ○ Change the point of view of all five quotes. | ○ Meets two of the level three three criteria | ○ Not yet able to respond correctly |



Performance Task 3 In Detail

(ELAGSE7RI3) Research and create a timeline of major events as it relates to the character.

Task 3 Student Directions: Think about your historical character traits and major events in relationship to your character. Create a timeline of these major events as they relate to your historical character. The chronological timeline should be over a span of 10 or more years including ten or more major events.

Task 3 Teacher Notes: Teach students how events relate to their characters. For example, Langston Hughes would be interested in the death of Maya Angelou or Ann Frank would be interested in the book *Night* by Elie Wiesel. Teach students about researching major events vs. minor events. Students may use Prezi, Tiki-Toki or a Power Point to create a time line. (See suggested technology resources)

Performance Task 3 Scoring Guide

| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
|---|---|--|-------------------------------------|
| All "3" criteria <i>plus</i> : o Includes explanations of how it relates to historical character OR o Includes hand-drawn or digital illustrations of the events | o The chronological timeline has ten major events that specifically relates to the character o Chronological timeline spans ten or more years. o Includes specific dates. | o Meets two of the "proficient" criteria | o Not yet able to respond correctly |

Performance Task 4 In Detail

(ELAGSE7W4/ ELAGSE7W3: a-e)

Task 4 Student Directions: Based on the information gathered in your plot diagram and timeline, compose a narrative sequel in book form of the historical character. Present ideas that reflect the elements of a story: characters, setting, conflict, plot- exposition, rising action, climax, falling action, and resolution. Ensure that all ideas are presented logically and in chronological order for the task, purpose, and audience.

Task 4 Teacher Notes: Review the narrative writing process. Keep in mind that the writing process is recursive in nature, and that not every student will be on the same step at the same time. Read mentor texts (examples of short historical fiction) to help students understand the format of narrative writing.

Performance Task 4 Scoring Guide

| 4 Advanced | 3 Proficient | 2 Basic | 1 Below Basic |
|------------|--------------|---------|---------------|
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| Performance Task 4 In Detail | | | |
|--|---|--|---|
| <p>All “3” criteria <i>plus</i>:</p> <ul style="list-style-type: none"> ○ Includes hand-drawn or digital illustrations of the events AND ○ Use of technology | <ul style="list-style-type: none"> ○ The student historical narrative should have all of the eight elements of a story. ○ The narrative must be written in logical and chronological order ○ Narrative shows logical point of view. ○ Writing is mostly clear and coherent. | <ul style="list-style-type: none"> ○ Meets two of the “proficient” criteria | <ul style="list-style-type: none"> ○ Not yet able to respond correctly |

Instructional Strategies

| Instructional Strategies | |
|---|---|
| Research-Based Effective Teaching Strategies | 21 st Century Learning Skills |
| <input type="checkbox"/> Learning Objectives (posted and referenced) <input type="checkbox"/> Identifying Similarities and Differences <input type="checkbox"/> Summarizing and Note Taking <input type="checkbox"/> Reinforcing Effort, Providing Recognition <input type="checkbox"/> Homework and Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Purposeful small group instruction <input type="checkbox"/> Increased think time <input type="checkbox"/> Setting Objectives, Providing Feedback <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Generating and Testing Hypotheses <input type="checkbox"/> Cues, Questions, and Advance Organizers <input type="checkbox"/> Interdisciplinary Non-Fiction Writing | <input type="checkbox"/> Teamwork and Collaboration <input type="checkbox"/> Initiative and Leadership <input type="checkbox"/> Curiosity and Imagination <input type="checkbox"/> Innovation and Creativity <input type="checkbox"/> Critical thinking and Problem Solving <input type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Effective Oral and Written Communication <input type="checkbox"/> Accessing and Analyzing Information <input type="checkbox"/> Other |

Intervention Strategies

| Intervention Strategies (Tiers 1, 2, 3) Additional Supports in Classroom | Specially Designed Instruction for Special Education Students | Strategies for English Language Learners |
|--|--|---|
| <input type="checkbox"/> Re-voicing <input type="checkbox"/> Explaining <input type="checkbox"/> Prompting for participation <input type="checkbox"/> Challenging or countering <input type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way <input type="checkbox"/> Repetition <input type="checkbox"/> Use of manipulative <input type="checkbox"/> Collaborative work <input type="checkbox"/> Direct/explicit instruction <input type="checkbox"/> "Chunking" <input type="checkbox"/> Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets <input type="checkbox"/> Providing additional guided practice | <input type="checkbox"/> Conferencing <input type="checkbox"/> Additional time <input type="checkbox"/> Small group collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student's dictation <input type="checkbox"/> Scaffold information <input type="checkbox"/> Differentiated content process or product <input type="checkbox"/> Consistent reward system <input type="checkbox"/> Refer to students' IEP or 504 plan <input type="checkbox"/> Assistive technology | <input type="checkbox"/> Visuals/Realia <input type="checkbox"/> Front-loading <input type="checkbox"/> Echoing/Choral response <input type="checkbox"/> Color-coding <input type="checkbox"/> Multiple exposures in different media <input type="checkbox"/> Pair-share <input type="checkbox"/> Modeling <input type="checkbox"/> Language scaffolds: eg, sentence frames <input type="checkbox"/> Deconstruct complex sentences and texts <input type="checkbox"/> L1 support <input type="checkbox"/> increased opportunities for student-student talk <input type="checkbox"/> Strategic vocabulary instruction <input type="checkbox"/> Additional think time |



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| Strategies for Gifted Learners | |
|---|--|
| Tier 1: Low Preparation | Tier 2: Medium Preparation |
| <input type="checkbox"/> Flexible-Learning Groups by Readiness, Interest, Learning Profiles | <input type="checkbox"/> Gifted Education Cluster Classes |
| <input type="checkbox"/> Choice of Books | <input type="checkbox"/> Gifted Education Collaboration Classes |
| <input type="checkbox"/> Homework Options | <input type="checkbox"/> Tiered Activities and Products |
| <input type="checkbox"/> Use of Reading Buddies | <input type="checkbox"/> Use of Literature Clubs |
| <input type="checkbox"/> Various Journal Prompts | <input type="checkbox"/> Multiple Testing Options |
| <input type="checkbox"/> Student/Teacher Goal Setting | <input type="checkbox"/> Multiple Texts |
| <input type="checkbox"/> Varied Pacing with Anchor Options | <input type="checkbox"/> Alternative Assessments |
| <input type="checkbox"/> Work Alone or Together | <input type="checkbox"/> Subject Advancement within class |
| <input type="checkbox"/> Flexible Seating | <input type="checkbox"/> Curriculum Compacting |
| <input type="checkbox"/> Varied Scaffolding | <input type="checkbox"/> Tiered Centers |
| <input type="checkbox"/> Varied Computer Programs | <input type="checkbox"/> Spelling by Readiness |
| <input type="checkbox"/> Design-A-DAY | <input type="checkbox"/> Varying Organizers |
| <input type="checkbox"/> Varied Supplemental Materials | <input type="checkbox"/> Community Mentorships |
| <input type="checkbox"/> Computer Mentors | <input type="checkbox"/> Stations |
| <input type="checkbox"/> Think-Pair-Share by Readiness, Interest, Learning Profiles | <input type="checkbox"/> Group Investigations |
| <input type="checkbox"/> Open-ended Activities | <input type="checkbox"/> Students are Assessed in Multiple Ways |
| <input type="checkbox"/> Explorations by Interest | <input type="checkbox"/> Student choice in selecting learning activities. |
| <input type="checkbox"/> Options for Competition | <input type="checkbox"/> Simulations |
| Tier 3: High | Tier 4: Advanced/Autonomous |
| <input type="checkbox"/> Advanced Content English/language arts, mathematics, science and/or social studies courses | <input type="checkbox"/> Above grade level accelerated English/language arts, mathematics, science and/or social studies courses |
| <input type="checkbox"/> Resource Classes | <input type="checkbox"/> Advanced Placement Classes |
| <input type="checkbox"/> Independent/Directed Study | <input type="checkbox"/> International Baccalaureate Classes |
| <input type="checkbox"/> Socratic Seminars | <input type="checkbox"/> Internship/Mentorships |
| | <input type="checkbox"/> Whole Grade Acceleration |



Instructional Resources and Materials

| Suggested Resources | Suggested Technology Resources |
|---|--|
| <p>Text Sources:</p> <p>Character and Point of View pp. 176-177</p> <p>CommonLit: https://www.commonlit.org can be searched by theme and Lexile.</p> <p>Suggested Text:</p> <p>“Thank You, M’am,” by Langston Hughes</p> <p>“Casey at the Bat,” by Ernest Lawrence Thayer</p> <p>“The Scholarship Jacket,” by Marta Salinas</p> <p>“A Retrieved Reformation,” by O. Henry</p> <p>“Dirk the Protector,” by Gary Paulsen</p> <p>“Exploring the Titanic,” by Robert D. Ballard</p> <p>“Encounter with Martin Luther King Jr.,” by Maya Angelou</p> <p>from <i>The Papers of Martin Luther King Jr, Memorandum</i></p> <p>from <i>Crispin: The Cross of Lead</i> by, Avi</p> <p>Suggested Novels:</p> <p><i>Homeless Bird</i> by Gloria Wheland</p> <p><i>Code Talker; A Novel About the Navajo Marines of World War Two</i> by Joseph Bruchac</p> <p><i>Al Capone Does My Shirts</i>, by Jennifer Choldenko</p> <p><i>Night</i>, by Elie Wiesel</p> <p>Vocabulary instruction (teacher resources):</p> <p>http://www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx</p> <p>http://www.commlearnonline.com/files/Classroom-Tip-4-Marzano-Vocabulary-Game.pdf</p> | <p>Technology</p> <ul style="list-style-type: none"> Film Clip from <i>Back to the Future</i>, Teacher Resource kit (Media Smart) https://www.youtube.com/watch?v=YOjCbL60SRE https://www.youtube.com/watch?v=v3lMZWD6hYI https://www.youtube.com/watch?v=842mEdbuTJs https://www.brainpop.com/english/writing/poignantview/ <p>Use these links to teach creating timelines</p> <ul style="list-style-type: none"> https://prezi.com/overview/ http://www.tiki-toki.com <p>Writing Process:</p> <p>http://bowenpeters.weebly.com/uploads/8/1/1/9/8119969/writing_process_detailed.pdf</p> <p>https://www.tms.org/PDFs/04%20Writing%20Processes%20v001%20(Full).pdf</p> <p>Text Complexity Bands and Lexile Bands:</p> <p>https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/</p> |

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Unit Vocabulary

| Unit Vocabulary Terms | | Interdisciplinary Connections |
|---|--|---|
| Academic / Tier 2 | Unit-Specific / Domain / Tier 3 | |
| fact opinion chronological cite coherence analyze evidence interaction development organization textual evidence perspective | point of View subjective objective omniscient limited theme motivation/motives text style task purpose audience arguments character trait characterization plot rising action falling action resolution exposition climax setting research cite dialogue historical fiction illustrated narrative mood narration quotes time machine timeline | READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADES 6-8 L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. L6-8RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |



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| | | |
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| | sound devices alliteration rhyme rhythm | |
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Weekly Planner

Course: 7th Grade English Language

Arts Unit 1: Exploring Narrative Reading and Writing

| Pacing | Priority (<i>in bold</i>) and Supporting Standards | Engaging Learning Experiences | Core Instruction (<i>in bold</i>) and additional resources | Formative Assessments |
|---|--|---|--|---|
| <p>Week 1</p> <p>Start date: _____</p> | <p>7RL3 7RL4 7RL5</p> | <p>Intro Engaging Scenario and Task 1:</p> <ul style="list-style-type: none"> ○ Students will read text(s) from suggested list with teacher support ○ Task 1: Students complete plot diagrams ○ Independent reading ○ Exposure to and interaction with grade level text or higher | <p>Teach Elements of a Story with a focus on conflict and resolution. Suggested Text for modeling: From McDougal Littell TE, <i>Literature</i>. “The Dinner Party” by Mona Gardner, pp. 28-29</p> | <p>Pre-Assessment</p> <p>Discussion of the Essential Questions (throughout unit) Scoring Guide for Task 1</p> <p>Suggested informal progress monitoring checks</p> <ol style="list-style-type: none"> 1. Students complete a plot diagram from their reading. 2. Exit ticket list elements of a story 3. Anecdotal conference notes |
| <p>Week 2</p> | <p>7RL3 7RL4 7RL5</p> | <ul style="list-style-type: none"> ○ Task 1 Continued ○ Teacher will determine text from suggested list. ○ Write a short narrative poem using sound devices ○ Independent reading ○ Exposure to and interaction with | <p>Teach Historical Narrative and a work of fiction</p> <ul style="list-style-type: none"> ○ Plot structure <p>Poetry Structure</p> <ul style="list-style-type: none"> ○ Narrative elements of poetry <p>Vocabulary development</p> <ul style="list-style-type: none"> ○ Teach figurative and connotative meaning of words | <p>Continue from previous week</p> <ol style="list-style-type: none"> 3. Narrative poem with sound devices. 4. Vocabulary graphic organizer (e.g. Spider map, Frayer model, fish bone, word web) |

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| Pacing | Priority (<i>in bold</i>) and Supporting Standards | Engaging Learning Experiences | Core Instruction (<i>in bold</i>) and additional resources | Formative Assessments |
|---------------|---|--|---|---|
| | | grade level text or higher | <ul style="list-style-type: none"> o Sound devices, alliteration, rhyme, rhythm <p>Story Structure</p> | |
| Week 3 | <p>7RL6 7RL1 7RL2</p> <p>7RI3 7RI1 7RI2 7RI4</p> | <ul style="list-style-type: none"> o Select text from suggested list. o Identify pronouns and place in the correct point of view o Independent reading o Exposure to and interaction with grade level text or higher <p>Task 2: Students create point of view chart</p> | <p>Teach Point of View</p> <ul style="list-style-type: none"> o First person o Second person o Third person o Omniscient point of view | <p>Discussion of the Essential Questions (throughout unit)</p> <p>Scoring Guide for Task 2</p> <p>Suggested informal progress monitoring checks</p> <ol style="list-style-type: none"> 1. Literature TE p. 224 #9 Exit Ticket 2. Literature TE p. 224 # 10 Extension and challenge |
| Week 4 | <p>7RL6 7RL1 7RL 2</p> <p>7RI3 7RI1 7RI2 7RI4</p> | <p>Task 2 Continued</p> <ul style="list-style-type: none"> o Select text from suggested list. o Compare and contrast points of view of characters o Cite text evidence and make inferences from text o Independent reading | <p>Teach Inference drawn from the text, theme/central idea, and objective summary</p> <ul style="list-style-type: none"> o Cite text evidence o Compare and contrast point of view | <p>Discussion of the Essential Questions (throughout unit)</p> <p>Scoring Guide for Task 2</p> <p>Suggested informal progress monitoring checks</p> <ol style="list-style-type: none"> 1. Complete a comparison contrast |

Rigorous Curriculum Design—Unit Planning Organizer Blank

| Pacing | Priority (<i>in bold</i>) and Supporting Standards | Engaging Learning Experiences | Core Instruction (<i>in bold</i>) and additional resources | Formative Assessments |
|----------------------|--|--|--|---|
| | | <ul style="list-style-type: none"> ○ Exposure to and interaction with grade level text or higher | | <p>chart on points of view</p> <p>2. Give students questions to show comprehension of inferences</p> |
| <p>Week 5</p> | <p>7RI3 7W4</p> | <p>Task 3: Students create timeline</p> <ul style="list-style-type: none"> ○ Quick write Literature p. 258 ○ Literature p. 265 questions 4-9, and Differentiated Instruction (DI) p. 265 1-7 • Independent reading • Exposure to and interaction with grade level text or higher <p>Begin task 4: Write narrative</p> | <p>Teach students chronological order</p> <ul style="list-style-type: none"> ○ Writing with supporting details ○ Paragraph writing ○ Constructed response ○ Transitional words ○ Writing process | <p>Discussion of the Essential Questions (throughout unit)</p> <p>Scoring Guide for Task 3</p> <p>Suggested informal progress monitoring checks</p> <ul style="list-style-type: none"> ○ Quick write Literature p. 258 ○ Literature p. 265 questions 4-9, and DI 1-7 |

Rigorous Curriculum Design—Unit Planning Organizer Blank

| Pacing | Priority (<i>in bold</i>) and Supporting Standards | Engaging Learning Experiences | Core Instruction (<i>in bold</i>) and additional resources | Formative Assessments |
|----------------------|---|---|---|---|
| <p>Week 6</p> | <p>7W4 7W17W2 7W3 7W9 7SL2</p> | <p>Complete task 4: Write narrative</p> <p>Completed rough draft Peer editing</p> <ul style="list-style-type: none"> • Independent reading • Exposure to and interaction with grade level text or higher | <p>Teach students: Review writing process Review elements of a plot Review sequential order Review point of view</p> | <p>Discussion of the Essential Questions (throughout unit)</p> <p>Scoring Guide for Task 4</p> <p>Suggested informal progress monitoring checks</p> <ul style="list-style-type: none"> ○ Rough draft ○ Peer editing ○ Teacher conference <p>Post-Assessment</p> |