

WAUCONDA SCHOOL DISTRICT 118

UNIT PLANNING ORGANIZER

Subject: ELA/Literature

Grade Level or Course: 7

Unit: Collection 6: Guided By A Cause

Pacing: Quarter 3

STAGE 1 – DESIRED RESULTS

Essential Questions:

- What inspires people to take action to improve their world?

Big Ideas:

- A “cause” refers to a principle or movement that someone works for or commits to.

ELA Standards [based on Illinois State Standards] (Overarching Objectives):

Literacy

Objective # *I can statement...*

RL 1, 2, 3, 4, 5

RL.1: I can cite several pieces of textual evidence to support my analysis of what the text says explicitly as well as inferences drawn from the text.

RL.2: I can 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.

RL.3: I can analyze how characters, events, and ideas interact in a text.

RL.4: I can determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.

RL.5: I can analyze how a drama's or poem's form or structure contributes to its meaning.

Language

Objective # *I can statement...*

L.4b: I can use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

L.5c.1: I can understand the difference between denotations (definitions) and connotations (associations).

Writing

Objective # *I can statement...*

W.3: I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.4: I can produce clear writing that makes sense in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: I can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7 I can establish and maintain a formal style in my writing.

Speaking and Listening

Objective # I can statement...

SL.2: I can analyze the main ideas and supporting details presented in diverse formats and explain how the ideas clarify a topic, text, or issue under study.

SL.4: I can present claims and findings, emphasizing key points with focused descriptions, facts, details, and examples.

ELA Standards [based on Illinois State Standards] (Priority Objectives):

Literacy

Objective # I can statement...

RL.2: I can 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.

RL.3: I can analyze how characters, events, and ideas interact in a text.

RL.6: I can determine an author's point of view or purpose in a text.

RL.9: 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.

RI.3: I can analyze how individuals, events, and ideas interact in a text.

RI.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

RI.6: I can determine an author's point of view or purpose in a text.

RI.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Language,

Objective # I can statement...

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4b: **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel)

Writing

Objective # I can statement...

W.2b: **Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.2e: **Establish and maintain a formal style.

W.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.3b: **Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.3e: **Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7d: **Establish and maintain a formal style.

Speaking and Listening

Objective # I can statement...

SL.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.

SL.4: 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.

ELA Standards [based on Illinois State Standards] (Supporting Objectives)

Literacy

Objective # I can statement...

RL.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.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.

RL.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

RL.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Informational Texts:

Objective # I can statement...

RI 1 I can cite several pieces of textual evidence to support my analysis of what the text says explicitly as well as inferences are drawn from the text.

RI 2 I can determine two or more central ideas in a text.

RI 4 I can determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meanings.

RI 6 I can determine an author's point of view or purpose in a text.

RI.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Language:

Objective # I can statement...

L 1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 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.

L 4a* Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L 4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

L 4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L 4d 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).

L 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

Writing:

Objective # I can statement...

W.2: I can write informative/explanatory texts to examine a topic and communicate ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.3: I can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.4: I can produce clear writing that makes sense in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: I can with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7 I can establish and maintain a formal style in my writing.

W.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

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9a **Apply grade 7 Reading standards to literature (e.g., "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").

W.9b: **Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.10 W.7.10: 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.

Speaking and Listening

Objective # I can statement...

SL.2 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.

SL.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL.4 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.

SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)

Reading and Foundational Skills:

Objective # I can statement...

Concepts (What students need to know?)	Performance Tasks (What students will be able to do?)	PLC Target Evidence (Which assessment [formative or summative] should we target for a PLC discussion? Evidence-based P4R)
Students will be able to: -cite textual evidence to support their answers in short stories -determine central idea and details -apply close reading skills to focus on characterization and how elements of the story interact with each other -compare and contrast genres -determine meaning of words, phrases and affixes -analyze point of view in various stories -analyze media and learn about filmmaking techniques in order to learn about the impact they have on viewers -identify the impact allusions have on a piece of work -determine word meanings	-Students will be able to write a narrative from third person point of view. -Students will be able to use print and online resources to research an important cause and then present it to the class. -Students will be able to create a documentary that spotlights a person who is committed to a cause despite great obstacles.	Summative assessment for Collection 6

STAGE 3 – LEARNING PLAN (INSTRUCTIONAL PLANNING)

Suggested Resources/Materials

Anchor Text (<i>Textbook Name</i>)
<i>Collections- HMH</i>

Fiction	Non-Fiction
"Difference Maker" by David Karas <i>Uprising</i> from Margaret Peterson Haddix	"Craig Kielburger Reflects on Working Toward Peace" by Craig Kielburger

<i>Esperanza Rising</i> by Pam Munoz Ryan	“Flesh and Blood So Cheap” by Albert Marrin “The Story of the Triangle Factory Fire” by Zachary Kent
Poetry	Media
“A Poem for My Librarian, Mrs. Long” by Nikki Giovanni	<i>It Takes a Child</i> by Judy Jackson
Writing	Grammar
-Performance Task: Speaking Activity: Summary Presentation -Performance Task: Narrative -Performance Task: Character Analysis	Latin Roots Analogies Dangling Modifiers Misplaced Modifiers
EL Resources	RTI Resources
• Close read screencasts (accessed from student book) • Spanish close reader (see EL teacher) • Graphic organizers • Videos • Close Reads • Images for Vocabulary • Level Up Tutorials • Modeled Lessons	Modified assessments Graphic organizers Videos Audios Close Reads Close Read Screencasts Images for Vocabulary Level Up Tutorials Modeled Lessons

Suggested Research-based Effective Instructional Strategies

Academic Vocabulary	Enrichment/ Modifications	Interdisciplinary Connections
Contrast Despite Error Inadequate Interact	Graphic organizers Anchor activities Anchor texts Modified assessments Level Up Tutorials	Social Studies Science