

Grade Level: 7	Course Title: 7-ELA -UP	Name of Unit: Novel Studies
	<b>Content Competencies</b>	
<p><b>Course Standards:</b>  <a href="#">Common Core State Standards for ENGLISH LANGUAGE ARTS</a></p> <ul style="list-style-type: none"> <li>● 7RL.1,7RL.3, 7RL.6, 7RL.10</li> <li>● 7W.1, 7W.9</li> <li>● 7L.1, 7L.3</li> <li>● 7SL.4, 7SL.5, 7SL.6</li> </ul>	<p><b>Reading</b> - Students will comprehend, analyze, and critique a variety of increasingly complex literature and informational texts.</p> <p><b>Speaking/Listening</b> - Students will speak and listen purposefully, making strategic decisions about content, collaborative discussions, and speaking style.</p> <p><b>Writing</b> - Students will write well-structured arguments, narratives, and informative/explanatory pieces.</p>	
	<b>Transfer</b>	
	<p>[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>]</p> <ul style="list-style-type: none"> <li>● Students will summarize what happens in the texts they are reading.</li> <li>● Students will analyze texts for figurative language, theme, literary elements, plot structure, point of view, character analysis, setting, 3 types of conflict.</li> <li>● Students will apply skills learned in class to the texts they are reading.</li> <li>● Students will prove their claims using evidence from the text.</li> <li>● Students will apply the proper use of quotes.</li> <li>● Acquire and use accurate, general, academic, and domain-specific vocabulary, words, and phrases.</li> <li>● Students will develop interpretations of wording through context clues.</li> <li>● Students will design presentations that are easy to follow.</li> <li>● Students will prove claims using specific evidence.</li> </ul>	

	Meaning	
<p><b>Possible Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher conferences, individually with students, bi-weekly to start and then weekly</li> <li>• Student choice novels</li> <li>• Requirements sheet</li> <li>• Literary elements test</li> </ul>	<p><b>UNDERSTANDINGS:</b>            [What specifically do you want students to understand? What inferences should they make?]</p> <p><i>Students should understand that...</i></p> <ul style="list-style-type: none"> <li>• Characters have different motivations.</li> <li>• All novels have common elements</li> <li>• The plot has specific parts</li> <li>• Text evidence needs to be supplied to back up claims</li> <li>• The literary elements used in class apply to their book</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b>            [What thought-provoking questions will foster inquiry, meaning-making and transfer? What will <i>students keep considering?</i>]</p> <ul style="list-style-type: none"> <li>• <i>What motivates a character?</i></li> <li>• <i>What are the parts of a plot?</i></li> <li>• <i>What are the elements in my book?</i></li> <li>• <i>What is the best text evidence to back up my claim?</i></li> <li>• <i>How can apply what I have learned in class to my novel?</i></li> </ul>
	Acquisition of Knowledge	Acquisition of Skills
	<p>[What facts and basic concepts should students know and be able to recall?]</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The literary elements taught</li> <li>• How to put together a report</li> <li>• How to be prepared for a conference with a teacher or peer</li> <li>• How to turn a requirement sheet into a working checklist</li> <li>• Plot structure</li> </ul>	<p>[What discrete skills and processes should students be able to use?]</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• The literary elements of a novel</li> <li>• Creating and presenting a report</li> <li>• Conferencing with teachers and peers</li> <li>• Making an effective and precise checklist</li> <li>• Identifying the parts of a plot</li> </ul>