

NCSU ELA Curriculum
DRAFT 2019

Topic: Reading/Writing		
Unit of Study: The Impact of Setting		
Grade: 7/8	CCSS ELA READING: Literature RL.7/8.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot) and how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	CCSS ELA WRITING: W.7/8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.8.3.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. W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.8.3.C Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.
Enduring Understandings, NCSU Literacy Framework:		

- Comprehension PreK-12 Enduring Understanding 2: Determining central ideas, themes, and topics and the details and ideas that support them enables students to make sense of text.
- Comprehension PreK-12 Enduring Understanding 3: Students will understand that tracking the development of characters, ideas, and events throughout and between a range of increasingly complex texts helps them construct meaning.
- Communication PreK-12 Enduring Understanding 1: Audience and purpose influence structure, style, and tone of written, oral, and digital presentations.
- Communication PreK-12 Enduring Understanding 3: Students will understand that appropriate use of conventions, structure of language, and vocabulary increases the clarity of communication.

Essential Questions:

- How does setting influence the plot, characters, mood, and tone of a narrative?

Knows: Vocabulary

REVIEW VOCABULARY:

- Mood
- Tone
- Figurative language: metaphor, simile, imagery, hyperbole
- Connotative
- Atmosphere
- Six Types of Conflict: person vs person, person vs. self, person vs. society, **person vs. nature**, person vs. supernatural, person vs. technology
- Author's Craft

Understands

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| <ul style="list-style-type: none"> • Readers recognize how setting impacts plot and character. • Readers understand how an author uses language to show the relationship between setting, characters, and plot. • Readers understand how setting influences mood and tone. | <ul style="list-style-type: none"> • Writers understand the organization of narrative structure and how to play with that structure in order to serve their purpose. • Writers understand that creative choices must serve the purpose of their narrative. • Writers use transitional words to make relationships between events clear. • Writers experiment with figurative language to serve their purpose. • Writers understand how to end a narrative in a way that |
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	serves their purpose.
Long-term Learning Targets (DO):	
Students who demonstrate understanding can: • Read a variety of narratives (fiction or non-fiction) in order to analyze a setting's influence on plot and character. • Analyze a narrative (fiction or non-fiction) to determine how an author's craft influences mood and tone.	Students who demonstrate understanding can: • Write a narrative to serve their purpose.
Resources	

Goals of Unit of Study: At the end of the unit, what will students know/be able to do? Think first in terms of three categories.

- **Strategies and Skills** (e.g. could be word-level decoding, vocabulary, comprehension strategies, locating evidence to answer questions, deciding on the reliability of online resources, etc.)
- **Processes/Procedures** (choosing a book, staying on topic when talking with a partner, organizing resources)
- **Understandings about text or genres** (text structures, characteristics of genres, author's craft, text features, etc.)

Learning Targets/Intentions (I can statements) (grade level decisions):

1. I can recognize how setting impacts character and plot.
2. I can identify how an author uses language to show the relationship between setting, characters, and plot.
3. I can explain how a setting impacts character and plot and how an author uses language to show those relationships.
4. I can define mood and tone and identify how the setting influences them.
5. I can explain how setting influences mood and tone and how an author uses figurative language to create that mood and tone.
6. I can write a narrative where the setting influences the plot, characters, mood and tone.
7. I can use transitional words and phrases, figurative language, and other narrative techniques to craft my story.
8. I can participate in the revision process to present a final draft of my story.

Norms and Routines

Resources?

If this is your first time teaching with this group of students, address the following:

[Classroom Norms Sample](#)

● Set classroom norms ● Expectations for: ○ silent reading ○ whole-group/small-group discourse (asking questions, respectful disagreement, building on others' thinking, staying on track) ○ small-group/independent work time ○ Literature circle roles/practices ○ E-mail (access, etiquette, how to write) ○ Distance learning contingency (Google Meet manners, turning in work, accessing the teacher from home, e-mail, etc) ● Visit the school library ● How to access the classroom library ● How to access digital resources (teacher, school, research, work platforms) ● How to turn in work in-person or on Google Classroom ● As needed, review basic sentence and paragraph structure - practice using paragraph diagram. ● Review writing process--draft, receive feedback, revise, edit, etc. ● How to solicit, receive and use feedback to make revisions ● Understanding the difference between revising and proofreading and when in the process it is effective to do both. ● How to use various tools for proofreading and editing ● How to appropriately collaborate with peers ● How to use resources (rubrics, notes, models, benchmarks, etc.) to self-monitor, assess, reflect, and set goals on their own work ● Establishing common terminology for discussing writing (Is this a conversation to have with elementary teachers, too?) **GIVE REFRESHERS AS NEEDED**			Paragraph diagram (original)/<u>follow ups</u> Paragraph rubric Discourse moves Discussion rubric
Lesson Planning Decisions (teacher decisions): Add annotated lessons here to address your learning targets.	Digital variation: Consider what your students will need to know if teaching moves to online.	How will you know that your students understand? Formative assessment questions (grade level decisions)	Texts & Resources: Link in materials and resources.
Reading short stories and tracking evidence of settings' effects on plot, character, mood and tone. ● Give students opportunities to read and	Settings can influence characters, plot, mood and tone.	They will be able to gather textual evidence of settings' effect on plot, character, mood and tone.	Note-taking chart Landlady Setting Example

discuss as a whole group to establish routine and norms • Progress to opportunities to read and discuss in small groups to establish norms • Progress to opportunities to self-select stories			
Lesson on mood and tone • Define mood and tone • Analyze and discuss examples of how settings influence mood and tone	What mood and tone are and how settings influence mood and tone.	They will define mood and tone and find examples in various short stories.	Writing sample Mood and Tone with Music Setting Creates Mood and Tone
Review summarizing a story (if needed) • Check student understanding and independence of this skill to support writing about theme	Writing about reading rests on the ability to concisely summarize a text.	Summarize this story.	Rubric and samples
Writing about a setting's effect on a story • Look at exemplars to establish understanding of paragraph structure • Opportunities to write as a group to build understanding • Opportunities to receive feedback and revise work	How to write a paragraph with a clear topic sentence and evidence from the text.	They will write at least a paragraph that state a setting's effect on a story and cite evidence.	Writing sample Paragraph diagram (original)/follow ups Rubric
Planning and brainstorming a narrative • Quick writes • Using a plot diagram/organizer to plan a story •			Linear plan

Punctuating dialogue	The rules for punctuating dialogue	They can punctuate dialogue.	Notes Paragraphing dialogue Practice worksheets • https://drive.google.com/file/d/0B4yWs0JHjRQgMVhPOXFySi1JV1U/view?usp=sharing • https://drive.google.com/file/d/0B4yWs0JHjRQgTktEclIVMDJ2bjA/view?usp=sharing
Summative Unit Performance Assessment (grade level decision):			Texts/resources
Reading Assessment			“All Summer in a Day” (text in the assessment)/ audio