

Subject: ELA

Grade: 7

Unit: 4

Duration: 6 weeks

Essential Question(s):

What makes characters in historical fiction believable?

How do our decisions reveal our character? Watsons

Strands	Standards	Student Learning Targets “I Can” statements	Teacher Instructional Focus	Skills (verbs) Terms (academic vocab)	Assessments
Reading Literary Text	RL.7.9 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. RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	I can: <ul style="list-style-type: none">• Explain the similarities and differences between historic and fictional accounts.• Explain how historical events, settings, or characters are represented in fictional accounts• Compare and contrast the written version of a story, drama, or poem to its multimedia or stage production.	Show how authors of fiction use or alter history. Compare and contrast a fictional portrayal of time, place, or characters to a historical account of the same period utilizing venn-diagrams, etc. Compare and contrast multiple mediums of the same text.	compare, contrast, means, alter fiction, myths, folktales, legends, fairytales, theme, character types RL.7.7 compare, contrast, analyzing Media-film, drama-live production, scripts, characterization, entertain Antagonist, literary text Fictional dialogue Historical, character development, Textual, transitions, Inferences, context clues., Narratives, syntax Monologue, plot Protagonist, setting (historical)	Formal/informal assessments; 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
Reading Informational Text	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can: <ul style="list-style-type: none">• Identify how details and evidence within the text supports what the author states directly and what he/she implies.• Supply several pieces of textual evidence to support what the author states directly and what	Explain how to analyze a text using explicit textual evidence and inferences.	Cite, support, says, drawn Assumption, textual support/evidence, supporting details/ideas, inference, conclusions, analyze, genre, fiction, flashback, foreshadow	Formal/informal assessments; 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

		he/she implies.			
Writing	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>I can: Research several diff resources to answer an assigned question</p> <p>Come up with additional questions related to the original research to further my investigation</p>	Model how to use several research sources to answer questions and how to generate more questions for further investigation.	<p>Conduct generate</p> <p>Research project, sources, focused questions</p>	Rubrics, Graphic organizers, brainstorm /discussion sessions, workshop activities, student teacher conferences; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation
Writing	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>I can: Search specific terms to gather relevant information from many print and digital sources</p> <p>Determine if a source is believable and uses correct information.</p> <p>Quote and paraphrase information from sources without plagiarizing other's words and ideas</p> <p>Correctly cite my sources</p>	<p>Model effective search strategies to gather relevant information from print and digital sources. Demonstrate how to determine credibility and accuracy of sources.</p> <p>Model how to quote, paraphrase, and cite information correctly.</p>	<p>Gather, assess, quote, paraphrase, plagiarize</p> <p>Multiple resources, print, digital, citations, APA, MLA</p>	Rubrics, Graphic organizers, brainstorm /discussion sessions, workshop activities, student teacher conferences; entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation
Writing	<p>W.7.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. 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</p>	<p>I can:</p> <ul style="list-style-type: none"> Read literary or informational texts to find specific facts, examples, or details that support my own ideas and analysis 	Model how to use evidence and ideas from both fiction and nonfiction texts in writing	<p>Draw, support, apply</p> <p>Literary evidence, informational evidence, reflection, theme, myths, traditional stories: folklore-folktales, fables, myths, legends</p>	Graphic organizers, entrance/exit slips; written response; Study Island topic assessment; Art integration, visual literacy, debate, oral presentations, visual technological presentation

	<p>understanding how authors of fiction use or alter history”).</p> <p>b. 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”).</p>				
Speaking & Listening	<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>a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>I can:</p> <ul style="list-style-type: none"> Communicate and respond to ideas about a variety of topics during discussions. Bring materials that I have read and researched to discussions. Share supporting evidence from my research during discussions. Follow group rules to meet specific goals during a discussion. 	<p>Establish participants' roles and responsibilities as they apply to various discussion groups.</p> <p>Provide opportunities for students to prepare for and participate in discussion groups.</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. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.				
Language	<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>a. 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.</p> <p>c. 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.</p>	<p>I can:</p> <ul style="list-style-type: none"> • Use a variety of strategies to determine what a word or phrase means. • a- Determine the meaning of a word through context clues or by the way it is used in a sentence. • C- Use reference materials to find the pronunciation and meaning of unfamiliar words. 	<p>Model various strategies to determine the intended meanings of words using context clues, syntax, and reference materials.</p> <p>Create a class dictionary or vocabulary word wall throughout unit to explore semantics of words and origins.</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>

Literary Texts: Stories : ***Letters from Rifka, Karen Hesse**

- *Good Masters! Sweet Ladies! Voices from a Medieval Village* (Laura Amy Schlitz)
- *The World of King Arthur and His Court: People, Places, Legend, and Lore* (Kevin Crossley-Holland)
- *Anna of Byzantium* (Tracy Barrett)
- *Castle Diary: The Journal of Tobias Burgess* (Richard Platt and Chris Riddell)
- *The Seeing Stone* (Arthur Trilogy, Book One) (Kevin Crossley-Holland)
- *Crispin: The Cross of Lead* (Avi) (easier to read)
- *Adam of the Road* (Elizabeth Janet Gray) (easier to read)
- *The Midwife's Apprentice* (Karen Cushman) (easier to read)

Informational Texts: Medieval Europe:

- *Cathedral: the Story of Its Construction* (David Macaulay)
- *The Medieval World* (Philip Steele)
- *Manners and Customs in the Middle Ages* (Marsha Groves)

