

7th Grade ELA

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: The Lightning Thief	33 lessons
<input checked="" type="checkbox"/> Unit 2: A Long Walk to Water	40 lessons
<input checked="" type="checkbox"/> Unit 3: Lyddie	40 lessons
<input checked="" type="checkbox"/> Unit 4: Dystopian Short Stories	20 lessons

Unit 1: The Lightning Thief

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 7 - English Language Arts ELA (2020)

RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2

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.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4

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.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2

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.

RI.7.3

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).

RI.7.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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SL.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.
SL.7.4
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.
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.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

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L.7.2.b
Spell correctly.
L.7.4.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.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
W.7.10
Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.5
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.7.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

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DESIRED RESULTS

Established Goals

The goal of this unit is to have students become active and invested 7th grade readers. In this module, students are involved in a deep study of mythology, its purposes, and elements. Students will read Rick Riordan's *The Lightning Thief* (780L), a high interest novel about a sixth-grade boy on a hero's journey. Some students may be familiar with this popular fantasy book; in this module, students will read with a focus on the archetypal journey and close reading of the many mythical allusions. As they begin the novel, students also will read a complex informational text that explains the archetypal storyline of the hero's journey which has been repeated in literature throughout the centuries. Through the close reading of literary and informational texts, students will learn multiple strategies for acquiring and using academic vocabulary. Students will also build routines and expectations of discussion as they work in small groups. At the end of Unit 1, having read half of the novel, students will explain, with text-based evidence, how Percy is an archetypal hero.

In this second half of the unit, students will delve deeply into mythology: its purpose, elements, and themes that align with themes in *The Lightning Thief*. While they continue to read *The Lightning Thief* independently, students will closely read multiple myths. In the first half of the unit, they will use the informational text "Key Elements of Mythology" to better understand the elements and themes of the myths they read. In their mid-unit assessment, students will read the myth of Prometheus and write an analytical mini-essay identifying the elements of mythology present in the myth, describing a theme of the myth, and explaining how key details contribute to the theme. In the second half of the unit, students will read, think, talk, and write the myths alluded to in *The Lightning Thief*. They will determine the themes of myths and how the themes align with themes in the novel.. As students build toward writing a literary analysis, the teacher will model writing skills using the myth of Cronus. Students practice these skills using myths they are reading in small, expert groups. For their end of unit assessment, students will write a literary analysis summarizing the myth of "Cronus," identifying a common theme between the myth of "Cronus" and *The Lightning Thief*, and explaining why the author chose to include this myth in the novel.

Transfer

Students will be able to independently use their learning to actively and closely read high interest text and engage in discussions and writing that demonstrates their understanding of characters (A Hero) and storytelling (The Hero's Journey).

Meaning

Big Ideas & Understandings	Essential Questions
Students will understand that... <ul style="list-style-type: none">Reading is an active process where students actively and closely reading a text, build stamina, discuss with peers and cite evidence.	Students will keep considering... <ul style="list-style-type: none">How does practicing the habits of a strong 7th grade reader (Active and close reading, reading stamina, discussing texts with peers, and citing evidence from the

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Meaning	
<ul style="list-style-type: none">Accountable talk is a way to engage in effective conversations with peers.A hero can be characterized by his or her actions, thoughts, feelings or speech.Myths help to connect to our everyday lives	<p>text) enhance my understanding of texts?</p> <ul style="list-style-type: none">How can I prepare for and engage effectively in high-quality, text-based discussions with my peers?What are the defining characteristics of mythology, and why do myths matter?How can we draw conclusions about characters and analyze what motivates and changes them?How does knowledge of traditional mythology and the hero's journey inform and enhance our understanding of characters?How do authors convey important themes, and how can I connect these to the world and my life?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">Link's Core ValuesAccountable Talk is a tool to move conversations forward and keep them grounded inEvidence is information from the text that supports the reader's thinking and ideasThe theme is the life-lesson of a storyCharacterization is a technique used by writers to develop a character (Direct vs. Indirect)How to utilize a variety of research platforms and toolsHow to write a literary analysis essayGive and receive constructive feedback	<p>Students will be skilled at...</p> <ul style="list-style-type: none">Citing evidence to support an analysis of a literary textDescribing how characters change throughout a literary textCiting evidence to support an analysis of informational textUsing evidence from a variety of texts to support analysis, reflection, and researchDetermining a theme based on details in a literary textDescribing how the plot evolves throughout the literary textDetermining the meaning of literal and figurative language in a literary textWriting informational/ explanatory texts that convey ideas and concepts in an organized manner.Using appropriate spelling and grammar when writing and speaking.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Rubric	Performance Task(s): Analytical Mini-Essay Students will write an analytical “mini-essay” responding to the following prompts: “What are significant elements of mythology in the story of Prometheus? Explain how elements of mythology contained in the text make Prometheus a classical myth? What is an important theme in the myth of Prometheus? What key details from the myth contribute to this theme?”
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubric	Performance Task(s): Literary Analysis Essay : Students will write a literary analysis essay responding to the following prompt: “What is a theme that connects the myth of “Cronus” and <i>The Lightning Thief</i> ?”
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Part 1: What is a hero? [Part 1](#)

Week 1

Lesson 1 Engaging the Reader: Close Reading Part 1 of “Shrouded in Myth”

Lesson 2 Building Background Knowledge: Close Reading Part 2 of “Shrouded in Myth”

Lesson 3 Meeting the Main Character: Launching The Lightning Thief (Chapter 1)

Lesson 4 Inferring about Character: Getting to Know Percy (Chapters 1 and 2)

Lesson 5 Inferring about Character: Close Reading of The Lightning Thief (Chapter 3)

Week 2

Lesson 6 Vocabulary Strategies and Questions from the Text: Close Reading Part 2 of The Lightning Thief (Chapter 3, continued)

Lesson 7 Mid-Unit 1 Assessment: Making Inferences about Percy

Lesson 8 Things Close Readers Do (added to) The Hero’s Journey, Part 1: What Is a Hero?

Lesson 9 Building Background Knowledge about the Hero’s Journey, Part 2: Acts 2 and 3 Plus Focusing on Key Vocabulary in “The Hero’s Journey”

Lesson 10 Selecting Evidence and Partner Writing: Aligning “The Hero’s Journey” and The Lightning Thief

Week 3

Lesson 11 Selecting Evidence: “The Hero’s Journey” and The Lightning Thief (Chapter 6)

Lesson 12 Writing with Evidence: Percy and the Hero’s Journey (Chapter 7)

Lesson 13 End of Unit 1 Assessment: Drawing Evidence from Text: Written Analysis of How Percy’s Experiences Align with “The Hero’s Journey”

Part 2: Elements and Theme of Mythology in The Lightning Thief [Part 2](#)

Week 4

Lesson 1 Reading Closely to Build Background Knowledge: “Myths and Legends”

Lesson 2 Building Background Knowledge: The Myth of Cronus

Lesson 3 Using Details to Determine Theme: The Myth of Cronus

Lesson 4 What Makes a Myth a Myth? Comparing Cronus and “Shrouded in Myth”

Lesson 5 Building Vocabulary: Working with Words about the Key Elements of Mythology

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Week 5

Lesson 6 Using Details to Determine Theme: The Myth of Cronus

Lesson 7 Analyzing the Model Analytical Mini-Essay: "Elements of Mythology and Theme of Cronus"

Lesson 8 Exploring Allusions to Myths in The Lightning Thief: Close Reading Part 1 of "Prometheus"

Lesson 9 Analyzing Details in the Myth of Prometheus for Elements of Mythology and Theme

Lesson 10 Drafting an Analytical Mini-Essay: Using Partner Talk and Graphic Organizers to Guide Thinking

Week 6

Lesson 11 Mid-Unit 2 Assessment: Writing an Analytical Mini-Essay about Mythological Elements and Theme

Lesson 12 Determining Theme: Reading Myths in "Expert Groups"

Lesson 13 Connecting the Theme of the Expert Group Myth to a Theme in The Lightning Thief and to Life Lessons

Lesson 14 Building Writing Skills: Receiving Feedback and Varying Sentence Structures

Lesson 15 Planning for Writing: Revisiting "Key Elements of Mythology" and Determining a Theme in the Myth of Cronus

Week 7

Lesson 16 Planning for Writing: Studying Model Writing and Determining a Theme in The Lightning Thief

Lesson 17 Planning for Writing: Introduction and Conclusion of a Literary Analysis

Lesson 18 Launching the End of Unit Assessment: Drafting Literary Analysis

Lesson 19 Peer Critique and Pronoun Mini-Lesson: Revising Draft Literary Analysis

Lesson 20 End of Unit Assessment, Part 2: Final Draft of Literary Analysis

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

Possible unit extension: **Narrative Writing: Hero's Journey Narrative**- Students will apply their knowledge of the elements and purpose of myth as well as their understanding of the hero's journey in order to create their own hero's journey story.

[ELA Differentiation Opportunities](#)

Unit 2: A Long Walk to Water

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STANDARDS ADDRESSED

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RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2

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.7.4

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.7.6

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

RL.7.9

Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2

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.

RI.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

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technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI.7.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.7.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)

W.7.2.b

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.c

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.e

Establish and maintain a formal style academic style, approach, and form.

W.7.2.f

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

W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive

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details, and well-structured event sequences.
W.7.3.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.7.3.b
Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.7.3.c
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.7.3.d
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
W.7.3.e
Provide a conclusion that follows from and reflects on the narrated experiences or events.
W.7.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5
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.7.8
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.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

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W.7.10
Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.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.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2
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.7.4
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.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.

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L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a
Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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.
L.7.4.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.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

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L.7.4.c

Consult 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.7.4.d

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.7.5

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

L.7.5.a

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5.b

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6

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.

Unit 2: A Long Walk to Water

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DESIRED RESULTS

Established Goals

In this 8 eight-week module, students explore the experiences of people of Southern Sudan during and after the Second Sudanese Civil War. They build proficiency in using textual evidence to support ideas in their writing, both in shorter responses and in an extended essay. In Unit 1, students begin the novel *A Long Walk to Water* (720L) by Linda Sue Park. Students will read closely to practice citing evidence and drawing inferences from this compelling text as they begin to analyze and contrast the points of view of the two central characters, Salva and Nya. They also will read informational text to gather evidence on the perspectives of the Dinka and Nuer tribes of Southern Sudan.

In Unit 2, students will read the remainder of the novel, focusing on the commonalities between Salva and Nya in relation to the novel's theme: how individuals survive in challenging environments. (The main characters' journeys are fraught with challenges imposed by the environment, including the lack of safe drinking water, threats posed by animals, and the constant scarcity of food. They are also challenged by political and social environments.). As in Unit 1, students will read this literature closely alongside complex informational texts (focusing on background on Sudan and factual accounts of the experiences of refugees from the Second Sudanese Civil War). Unit 2 culminates with a literary analysis essay about the theme of survival.

Unit 3 brings students back to a deep exploration of character and point of view: students will combine their research about Sudan with specific quotes from *A Long Walk to Water* as they craft a two voice poem, comparing and contrasting the points of view of the two main characters, Salva and Nya,. The two-voice poem gives students an opportunity to use both their analysis of the characters and theme in the novel and their research about the experiences of the people of Southern Sudan during the Second Sudanese Civil War.

Transfer

Students will be able to independently use their learning to understand how writers draw upon historical events and incorporates them into fictional stories. Students will use this information to craft a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Individual survival in challenging environments requires both physical and emotional resources.• Using informational writing about a historical time,	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How do individuals survive in challenging environments?• How do culture, time, and place influence the

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Meaning	
place, or people enriches our understanding of a fictional portrayal of the same time period or events.	<p>development of identity?</p> <ul style="list-style-type: none"> How does reading from different texts about the same topic build our understanding? What are the ways that an author can juxtapose two characters?

Acquisition	
Knowledge	Skills
<p>Students will know how to...</p> <ul style="list-style-type: none"> Cite evidence Examine important aspects of Sudan's geography, history and culture. Apply close reading strategies to understand text. Analyze context clues to determine meaning of unknown words. Compare and contrast a fictional portrayal and a historical account of the same time period. Compare and contrast the Dinka and Nuer tribes to critique the reasoning behind the war. Evaluate the way characters are developed throughout the story. Critique and compare the video presentation to the text. Assess and formulate connections in order to compose an expository piece on how Water for South Analyze and rate the challenges to Salva's and Nya's survival. Formulate and analyze a theme while applying textual evidence to support their analysis. Create a two-voice poem comparing themselves to a character in relation to a common theme Critique a peer's writing using a checklist rubric as 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Citing several pieces of evidence to support an analysis of literary and informational text. Analyzing the development of a theme or central idea throughout a text. Objectively summarizing an informational text Determining the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). Analyzing how an author develops and contrasts the points of view of characters and narrators in a literary text. Determining an author's point of view or purpose in informational text Comparing and contrasting a fictional and historical account of a time, place, or character. Making connections between a novel and other informational texts. Writing informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. Writing narrative texts about real or imagined experiences using relevant details and event sequences

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Acquisition	
guidance	<p>that make sense.</p> <ul style="list-style-type: none">• Producing clear and coherent writing that is appropriate to task, purpose, and audience.• Selecting evidence from literary or informational texts to support analysis, reflection, and research.• Gathering relevant information from a variety of sources.• Using a standard format for citation (MLA)• Effectively engaging in discussions with diverse partners about topics, texts, and issues.• Expressing their ideas clearly during discussions.• Building on others' ideas during discussions• Analyzing the main ideas and supporting details presented in different media and formats.• Analyzing figurative language, word relationships and nuances in word meanings.• Using a variety of strategies to determine the meaning of unknown words or phrases.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):Identifying Perspective and Using Evidence from A Long Walk to Water. This assessment centers on standards RL.7.1 and RL.7.6. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of Nya and Salva in A Long Walk to Water. Students will also respond to an Evidence-Based Selected Response item to further demonstrate their progress with analyzing text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates a character's perspective in a text, specifically in regard to how the plot unfolds and how a character responds to change.
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes: This assessment centers on standards RI.7.1, W.7.4, and W.7.9. Students will complete a graphic organizer in which they gather and make inferences from textual evidence about the differences in perspective of the Dinka and the Nuer in Sudan from informational text. This is a reading assessment: the purpose is for students to demonstrate their ability to cite textual evidence that articulates perspective in an informational text, specifically in regard to how history and culture affect social identity. Students will then respond to a short constructed-response question, "What is one important way that place shapes the identity of the Dinka and/or Nuer tribes?" This is also a writing assessment: the purpose is for students to demonstrate their growing ability to use textual evidence to support analysis.
	Other Evidence:

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Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Comparing “Water for Sudan” and A Long Walk to Water : For this assessment, students will analyze how the author of A Long Walk to Water uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan. This assessment centers on RL.7.1, RL.7.9, and RI.7.1.
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Literary Analysis—Writing about the Theme of Survival : This assessment has two parts. Students respond to the following prompt: “What factors made survival possible for Salva in A Long Walk to Water? After reading the novel and accounts of the experiences of the people of Southern Sudan during the Second Sudanese Civil War, write an essay that addresses the theme of survival in the novel. Support your discussion with evidence from the text you have read.” Part 1 is students’ best on-demand draft, and centers on RL.7.1, RL.7.2, W.7.2, W.7.4, W.7.9, and L.7.6. This draft will be assessed before students receive peer or teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students’ final draft, revised after peer and teacher feedback. Part 2 adds standards L.7.1, L.7.2, and W.7.8.
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Author’s Craft: Juxtaposition in A Long Walk to Water : This assessment centers on RL.7.1, RL.7.2, and RL.7.6. Students will reread short sections of the

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	novel and explain how the author of A Long Walk to Water develops and compares Salva's and Nya's point of view to convey her ideas about how people survive in South Sudan.
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):Using Strong Evidence: This assessment centers on RI.7.1, RL.7.1, L.7.2, and W.7.9. After practicing the skill of locating evidence from informational texts to support the main ideas in their two-voice poems, students will complete the End of Unit 3 Assessment, which evaluates their ability to do this independently. Students will revisit an excerpt from A Long Walk to Water and encounter a new informational text about Sudan and will complete selected-and constructed-response items that ask them to select evidence from the informational text that would best support specific themes or ideas, and to justify their choice.
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s):Research-Based Two-Voice Poem: This performance task gives students a chance to demonstrate their understanding of the characters and issues of survival presented in A Long Walk to Water by Linda Sue Park. Students will be crafting and presenting a two-voice poem incorporating the views and experiences of the two main characters, Nya and Salva, as well as factual information about Southern Sudan and the environmental and political challenges facing the people of Sudan during and after the Second Sudanese Civil War. Students will have read the novel and various informational texts to gather a rich collection of textual details from which they can select to incorporate into their poems. This task addresses RL.7.6, RL.7.11, W.7.3a, d, W.7.4, W.7.5, W.7.8, W.7.9, L.7.1, and L.7.2.

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	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Building Background Knowledge: Perspectives in Southern Sudan

Week 1

Lesson 1 Launching the Text: Reading the Map and Beginning Chapter 1

Lesson 2 Establishing Structures for Reading: Getting the Gist (Chapter 1)

Lesson 3 Inferring about Character: Analyzing and Discussing Points of View (Chapter 2)

Lesson 4 Establishing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapters 1 and 2)

Lesson 5 Practicing Structures for Reading: Gathering Evidence about Salva's and Nya's Points of View (Reread Chapter 3)

Week 2

Lesson 6 Building Background Knowledge: The Lost Boys of Sudan

Lesson 7 Practicing Structures for Reading: Gathering and Using Evidence to Analyze Salva's and Nya's Points of View (Chapter 4)

Lesson 8 Mid-Unit Assessment: Gathering and Using Evidence to Analyze Points of View in A Long Walk to Water (Chapter 5)

Lesson 9 Inferring about Character: World Café to Analyze and Discuss Points of View (Chapters 1–5)

Lesson 10 Building Background Knowledge: The Dinka and Nuer Tribes Until the Mid-1980s ("Sudanese Tribes Confront Modern War" Excerpt 1)

Week 3

Lesson 11 Building Background Knowledge: The Dinka and Nuer Tribes ("Sudanese Tribes Confront Modern War" Excerpts 1 and 2)

Lesson 12 Building Background Knowledge: The Dinka and Nuer Tribes after 1991 ("Sudanese Tribes Confront Modern War" Excerpt 2)

Lesson 13 Building Background Knowledge: The Dinka Tribe ("Loss of Culturally Vital Cattle Leaves Dinka Tribe Adrift in Refugee Camps" Excerpt 1)

Lesson 14 End of Unit 1 Assessment: Identifying Perspective and Using Evidence from Informational Texts about the Dinka and Nuer Tribes

Case Study: Survival in Sudan

Week 4

Lesson 1 Introducing the Concept of Theme: Survival in A Long Walk to Water (Chapters 1–5)

Lesson 2 Establishing Routines for Discussing A Long Walk to Water (Chapter 6)

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Lesson 3 Practicing Routines for Discussing A Long Walk to Water and Gathering Textual Evidence (Chapters 7 and 8)

Lesson 4 Using Routines for Discussing A Long Walk to Water and Introducing Juxtaposition (Chapters 9 and 10)

Lesson 5 Practice Evidence-Based Constructed Response: Explaining One Factor That Helps Nya or Salva Survive (Chapters 11–13)

Week 5

Lesson 6 Comparing Historical and Fictional Accounts: Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip”)

Lesson 7 Considering Author’s Purpose: Comparing Fictional and Historical Experiences of the Second Sudanese Civil War (Chapters 14 and 15, Plus Rereading “Time Trip,” Continued)

Lesson 8 World Café to Analyze Theme and Character in A Long Walk to Water (Chapters 16–18)

Lesson 9 Mid-Unit 2 Assessment: Comparing Fictional and Historical Texts • I can cite several pieces of evidence to support an analysis of informational text.

Lesson 10 Introducing Essay Prompt: Factors for Survival in A Long Walk to Water

Week 6

Lesson 11 Analyzing a Model Essay: “Challenges Facing a Lost Boy of Sudan”

Lesson 12 Scaffolding for Essay: Examining a Model and Introducing Expository Writing Evaluation Rubric

Lesson 13 Scaffolding to Essay: Using Details to Support a Claim

Lesson 14 Scaffolding for Essay: Planning Body Paragraphs for Survival Factors in A Long Walk to Water

Lesson 15 End of Unit 2 Assessment, Part 1a: Writing Body Paragraphs

Week 7

Lesson 16 Launching the Performance Task: Planning the Two-Voice Poem

Lesson 17 Launching the Performance Task: Planning the Two-Voice Poem

Lesson 18 Gathering Textual Evidence for the Two-Voice Poem (Author’s Note)

Lesson 19 End of Unit 2 Assessment, Part 2: Revise Essay Drafts

Culminating Projects: Voices of Southern Sudan

Week 8

Lesson 1 Analyzing Point of View in A Long Walk to Water

Lesson 2 Mid-Unit 3 Assessment and Planning the Two-Voice Poem

Lesson 3 Examining a Model Two-Voice Poem and Planning a Two-Voice Poem

Lesson 4 Peer Critique: Use of Evidence in the Two-Voice Poem

Lesson 5 End of Unit 3 Assessment: Using Strong Evidence

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Lesson 6 Performance Task: Two-Voice Poem Readings

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[Strategies for Differentiation](#)

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 7 - English Language Arts ELA (2020)

RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2

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.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2

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.

RI.7.3

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).

RI.7.5

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.7.10

By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.d
Establish and maintain a formal style/academic style, approach, and form.
W.7.1.e
Provide a concluding statement or section that follows from and supports the argument presented.
W.7.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia)
W.7.2.b
Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.7.2.c
Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
W.7.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

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W.7.2.e
Establish and maintain a formal style academic style, approach, and form.
W.7.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.
W.7.4
Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
W.7.5
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.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.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.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations

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and ideas that bring the discussion back on topic as needed.
SL.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
SL.7.2
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.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.7.3.a

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Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L.7.4.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.

L.7.4.b

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

L.7.4.c

Consult 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.7.4.d

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.7.5

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

L.7.5.a

Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

L.7.5.b

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

L.7.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6

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.

New Jersey (NJSLS) - Grades 6-8 - Computer Science and Design Thinking (2020)

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8.1.8.IC.1:

Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.2.8.EC.2:

Examine the effects of ethical and unethical practices in product design and development.

8.2.8.ETW.3:

Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Unit 3: Lyddie

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DESIRED RESULTS

Established Goals

This unit focuses on the historical era of industrializing America, and builds students' background knowledge about what working conditions are and how they affect workers. The unit begins with a lesson that engages students in the guiding questions about working conditions. Students then read the novel *Lyddie*, about a girl who goes to work in the Lowell mills, with an emphasis on RL.7.3, which is about how plot, character, and setting interact in literature. As students read the novel, they build their stamina and capacity for independent reading of complex texts. In class, they do a variety of close reading, fluency, and vocabulary exercises with critical passages from the text. This work with particular passages builds the text-based discussion skills referenced in SL.7.1, as it pushes students to collaborate to analyze specific passages from the novel. For the mid-unit assessment, students read a new chapter of the book and answer selected- and constructed-response items about how working conditions in the mill affect *Lyddie*. In the second part of the unit, students evaluate *Lyddie*'s choices around joining the protest over working conditions. As students read, they track factors in her decision, and then they craft an argument about whether or not she should sign the petition. The end of unit assessment is an argument essay about this question. This essay follows a similar process to that used in Unit 2, *A Long Walk to Water*, but it pushes students to greater independence with the process of crafting and revising an extended analytical essay.

Transfer

Students will be able to independently use their learning to understand the industrialization of America and how it impacted working conditions and worker's rights past and present.

Meaning

Big Ideas & Understandings

Students will understand that...

- Working conditions include multiple factors and have significant impacts on the lives of workers.
- Workers, the government, businesses, and consumers can all bring about change in working conditions.
- Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole.

Essential Questions

Students will keep considering...

- What are working conditions, and why do they matter?
- How do workers, the government, business, and consumers bring about change in working conditions?
- How does reading one section of a text closely help me understand it better?

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Acquisition	
Knowledge	Skills
<p>Students will know how to...</p> <ul style="list-style-type: none">• cite several pieces of text based evidence to support an analysis of literary or informational text• analyze the interaction of literary elements of a story• identify the argument and specific claims in a text.• evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence.• write arguments to support claims with clear reasons and relevant evidence.• produce clear and coherent writing that is appropriate to task, purpose, and audience.• select evidence from literary or informational texts to support analysis, reflection, and research.• use a writing process to ensure that purpose and audience have been addressed• use a variety of strategies to determine the meaning of unknown words or phrases.• use correct capitalization, punctuation, and spelling to send a clear message to their reader• effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues• explain how ideas clarify a topic, text, or issue.	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• analyzing photos, videos, and quotes to find a central theme.• synthesizing the ideas of their classmates with their own.• analyzing how plot, character, and setting interact in Lyddie.• using context clues—both in the sentence and on the page—to determine the meaning of unknown words• effectively engaging in discussions with their classmates about the characters, setting, and plot in Lyddie• citing textual evidence to illustrate the character traits of Lyddie.• analyzing Lyddie’s character traits by citing specific evidence and recognizing patterns from the beginning, middle, and end of the novel.• clarifying and extending their understanding of the setting of Lyddie by watching a video about the mill towns• citing specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie• analyzing how the author’s word choices create vivid descriptions of Lyddie’s living and working conditions• analyzing the claim, use of evidence, and structure in a model essay.• selecting reasons and support them with evidence to support their claim about Lyddie.• organizing their reasons and evidence so they support their claim.• explaining how their details support their claim.• critiquing their partner’s use of evidence using criteria

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Acquisition	
	<p>from the Lyddie argument rubric.</p> <ul style="list-style-type: none">• revising their work by incorporating helpful feedback from my partner.• writing an organized argument essay about Lyddie

Unit 3: Lyddie

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): How Working Conditions Affected Lyddie : This assessment centers on standards RL.7.1 and RL.7.3. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence when explaining how the plot, characters, and setting of a novel interact. The assessment will focus on a section of text that the class has not yet analyzed. Students will complete selected- and constructed response items that assess their ability to analyze the text, focusing specifically on how working conditions affect Lyddie.
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Argument Essay : Students will plan, draft, and revise an argument essay that responds to the prompt: "After reading through Chapter 17 of Lyddie, write an argument essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2022"
	Other Evidence:

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

The table below shows what chapter(s) are due for each lesson. Adjustments will be made to fit the needs of the students.

Lesson	Chapters to be read before each lesson
Lesson 1 Introducing Module 2: Working Conditions—Then and Now	
Lesson 2 Launching Lyddie	
Lesson 3 Modeling Entry Task, Reading Notes, and Reading Strategies for Lyddie	Chapters 1-2
Lesson 4 Close Reading to Learn about Lyddie's Character	Chapters 3-4
Lesson 5 Analyzing Character: Who Is Lyddie?	Chapters 5-7
Lesson 6 Introducing Working Conditions in the Mills	Chapter 8
Lesson 7 Analyzing Word Choice: Understanding Working Conditions in the Mills	Chapters 9-10
Lesson 8 Analyzing Textual Evidence: Working Conditions in the Mills	Chapter 11
Lesson 9 Mid-Unit Assessment about Working Conditions in the Mills	Chapters 12-13

Lesson 10 Framing Lyddie's Decision and Practicing Evidence-Based Claims	Chapter 14
Lesson 11 Forming Evidence-Based Claims: Should Lyddie Sign the Petition?	Chapters 15-16
Lesson 12 Generating Reasons: Should Lyddie sign the petition?	Chapter 17
Lesson 13 Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay	
Lesson 14 Writing an Argumentative Essay: Crafting a Claim	Chapters 18-19

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Lesson 15 Writing an Argumentative Essay: Analyzing the Model Essay	
Lesson 16 Writing an Argumentative Essay: Planning the Essay	
Lesson 17 Writing an Argumentative Essay: Peer Critique	
Lesson 18 End of Unit 1 Assessment, Part 1: Drafting the Argumentative Essay	
Lesson 19 World Café to Analyze the Characters in Lyddie	Chapters 20-23
Lesson 20 End of Unit 2 Assessment, Part 2: Revise Essay Drafts	

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Differentiation Opportunities](#)

Unit 4: Dystopian Short Stories

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 7 - English Language Arts ELA (2020)

RL.7.6

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

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).

RL.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2

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.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7.4

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.7.10

By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

RI.7.1

Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2

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.

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RI.7.3
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).
RI.7.4
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.
RI.7.10
By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
RI.7.9
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.
W.7.1
Write arguments to support claims with clear reasons and relevant evidence.
W.7.1.a
Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
W.7.1.b
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
W.7.1.c
Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
W.7.1.d
Establish and maintain a formal style/academic style, approach, and form.
W.7.1.e
Provide a concluding statement or section that follows from and supports the argument presented.

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W.7.5
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.7.6
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
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.
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.
W.7.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.7.10
Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.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.
SL.7.1.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.
SL.7.1.b
Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

Unit 4: Dystopian Short Stories

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SL.7.1.c
Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
SL.7.2
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.7.1.d
Acknowledge new information expressed by others and, when warranted, modify their own views.
L.7.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.7.1.a
Explain the function of phrases and clauses in general and their function in specific sentences.
L.7.1.b
Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
L.7.1.c
Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
L.7.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.7.2.a
Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
L.7.2.b
Spell correctly.
L.7.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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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.
L.7.4.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.
L.7.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
L.7.4.c
Consult 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.7.4.d
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.7.5.a
Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
L.7.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.7.5.b
Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.5.c
Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
L.7.6
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.

Unit 4: Dystopian Short Stories

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DESIRED RESULTS

Established Goals

In this unit, students will examine how an author uses a variety of literature techniques to create dystopian literature. With the help of structured literature circles, students will use the information gathered in their discussion groups to explore the complexity of worlds that the author created and how it mirrors certain aspects of the real world. They will use their findings to create their own dystopian society.

Transfer

Students will be able to independently use their learning to see how knowing about dystopian literary traditions can help them read other non-dystopian texts, experience media (such as music and television) and even see patterns in their own life. They will use this knowledge to create their own dystopian society.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Dystopias are imaginary worlds that provide commentary on the current trends, political systems, or popular culture of modern times.• Each person has the potential to affect the community and the world.• Dystopian literature reveals an individualistic spirit in human nature which can produce positive or negative effects.• The role of ethics and morals in dystopian society.• Our actions are motivated by human nature.• We learn things about ourselves through characters in literature.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• Why is it important for people to have choices?• How does the relationship between text and society initiate or enact change?• How does a writer enact or reveal his/her intent?• Is there such thing as a perfect world?• In a perfect world, is fair equal?• Why are people often resistant to change?• How important is individuality?• Is the disappearance of individuality a concern?• When is it best to conform to the wishes of others?• What factors, both positive and negative, come along with conformity?• Do people need choices?• Will technology cause us to redefine what it is to

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Meaning

be human?

- Why might books be considered dangerous?
- Why might television be considered dangerous?
- Who controls you?
- Is fear the mother of conformity? Is laziness? Is a lack of education?
- How dangerous is genetic modification?
- How can one person's utopia be another person's dystopia?

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Meaning	

Acquisition	
Knowledge	Skills
<p>Students will know</p> <ul style="list-style-type: none">• Characteristics of Dystopian Literature• Characters' Responses to Power in a Dystopian World• Dystopian Archetypes• Complexity of Archetypal Characters• Think about characters' responses to Systemic Problems• Seek Emerging Symbolism in Dystopian Texts• Understand the Pressures and Motivations that Lead to Character Change• Studying How the Meaning of Symbols Can Shift• Understand What Dystopian Fiction Reveals about Our World• Connect between Dystopian Worlds and Our Own Society• Think about How Symbols Move between Dystopian Worlds and Our Own	<p>Students will be skilled at...</p> <ul style="list-style-type: none">◦ Citing evidence to support an analysis a text◦ Describing how characters change throughout a literary text◦ Determining a theme based on details in a text◦ Describing how the plot evolves throughout the literary text◦ Determining the meaning of literal and figurative language in a literary text◦ Understanding Characters' Responses to Power in a Dystopian World◦ Noticing Dystopian Archetypes◦ Understanding the Complexity of Archetypal Characters◦ Thinking about characters' responses to Systemic Problems◦ Seeking Emerging Symbolism in Dystopian Texts◦ Understanding the Pressures and Motivations that Lead to Character Change◦ Studying How the Meaning of Symbols Can Shift

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Acquisition	
	<ul style="list-style-type: none">◦ Understanding What Dystopian Fiction Reveals about Our World◦ Considering Connections between Dystopian Worlds and Our Own Society◦ Read Aloud: Supporting Transfer and Independence◦ Thinking about How Symbols Move between Dystopian Worlds and Our Own

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Reader's Notebook - Students will meet with their group and work collectively/ independently annotating the text for specific literary devices. Students will also complete weekly reflections and self- assessments of skills covered in class.
	Other Evidence: Short Answer Response RACE, etc.

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	Performance Task(s): Peer Discussions : Students will share out ideas and connections made between the text and the skill/ strategy discussed in class
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s): Short Answer Response Assessments-</p> <p>Prompt 1: Select one of the elements of dystopian literature listed below and write a paragraph explaining how the element has been demonstrated in your novel so far. You must cite a minimum of two pieces of textual evidence to support your response.</p> <p>Prompt 2: As readers of dystopian literature, we know that sometimes characters don't fit perfectly into one specific archetype. Select at least one of the characters from your novel and write at least two paragraphs explaining how that character shares traits of different</p>

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	<p>archetypes. You must cite a minimum of two pieces of textual evidence per paragraph to support your response.</p> <p>Prompt 3: As readers of dystopian literature, we understand that our novels will have characters who face personal, external and systemic obstacles as they move through the plot. Identify either a personal, external, or systemic conflict that a character from your novel is facing and, in R.A.C.E. format, write a one paragraph response explaining how this obstacle has affected the character. You must cite a minimum of two pieces of evidence to support your thinking.</p> <p>Prompt 4: Identify a minimum of two symbolic meanings of the white umbrella, Be sure to cite evidence from the text to support your answer.</p>
	Other Evidence:

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists:	<p>Performance Task(s): Create a Dystopian Society (Group Project)- A Dystopia is a vision, of an often futuristic society, which has developed into a negative version of Utopia (perfect society). A Dystopia is often characterized by an authoritarian or totalitarian form of government. It features different kinds of repressive social control systems, a lack or total absence of individual freedoms and expressions and a state of constant warfare or violence.</p> <p>You will create an original dystopian society. You will need to be creative and thoughtful in coming up with a fictional place that was intended to be perfect, but has gone wrong. You must create a citizen of this society that will be the Protagonist of your project. Meaning, this citizen should realize that the society is wrong and should try to shine a light on the problems. Project</p> <p>Requirements:</p>

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1. **BACKSTORY:** A dystopian story has a backstory: a war, natural disaster or other terrifying event is introduced early on in the story to set the stage. Describe the backstory for your dystopia.
2. **MAP:** A map (colored/illustrated) of your community/ country/town/etc...
3. **RIGHTS:** A Bill of Rights (at least 10 rules/laws the people in your society must live by) a. This must be created to look like a document that would fit into your society as poster for display.
4. **PROPAGANDA:** An informational text from the government of your society. a. This can be a letter, memo, brochure, political cartoon, etc...
5. **GOVERNMENT:** Describe the government in your dystopia. What kind of government exists? Who is in charge?
6. **CITIZEN:** Describe the average citizens in your dystopia. What do they wear? Describe their appearance; What do they do for a living?; Do they have children?; How do they behave on a daily basis?; What do they do for fun?; How do they respond to the government?
7. **INFRACTIONS:** What happens to citizens who do not obey the government?
8. **SETTING:** Describe the setting of your story. What does the place look like where your citizens live? What do the buildings, homes, cars, etc. look like? What year is it?
9. **EDUCATION:** Describe the schools in your dystopia. What do students learn? What do they do at school? What do they wear? How do they behave? Who is allowed to teach? How are teachers trained?
10. **HEALTHCARE:** What happens when someone is sick? Who pays for medical services, if they are needed? What happens to the elderly?
11. **WORKFORCE:** How does your society support itself? What does the workforce in your society look like? What types of jobs are available, and how do you get certain jobs? How old do you have to be to work? What types of businesses are available, and who decides who gets which job? How are workers trained? How are workers compensated?
12. **DIARY:** A diary entry from from a citizen in your community expressing his or her feelings about an event that has happened in your society or how they feel about the way the society works. (you will have to make up this event and thoroughly explain it in your diary entry.)

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	Other Evidence:
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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Week 1: **Bend I**

Text(s): "The Scarecrow" Short film and Ponies by Kij Johnson

Lesson 1: Read-Aloud: Letting Genre Guide Your Reading Work

Lesson 2: Understanding Characters' Responses to Power in a Dystopian World

Lesson 3: Noticing Dystopian Archetypes

Lesson 4: Understanding the Complexity of Archetypal Characters

Lesson 5: Thinking about characters' responses to Systemic Problems

Week 2: **Bend I cont'd/ Bend II**

Text(s): All Summer in a Day by Ray Bradbury w/ short film

Lesson 6: Doing More Wondering

Lesson 7: Seeking Emerging Symbolism in Dystopian Texts

Lesson 8: Understanding the Pressures and Motivations that Lead to Character Change

Lesson 9: Studying How the Meaning of Symbols Can Shift across Series

Lesson 10: Celebrating Thinking with a Gallery Walk

Week 3: **Bend III**

Text(s): Harrison Bergeron by Kurt Vonnegut w/ short film

Lesson 11: Understanding What Dystopian Fiction Reveals about Our World

Lesson 12: Considering Connections between Dystopian Worlds and Our Own Society

Lesson 13: Read Aloud: Supporting Transfer and Independence

Lesson 14: Thinking about How Symbols Move between Dystopian Worlds and Our Own

Lesson 15: Celebrating Growth, Inspiration and Empowerment

Week 4: **Final Project**

Project Day 1: Introduce "Create your own dystopian" Project

Project Day 2: Work Day

Project Day 3: Work Day

Project Day 4: Work Day

Project Day 5: Presentations

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Differentiation Opportunities](#)