

**Unit Descriptor:**

In this multi-genre unit students will use their knowledge of text structure, organization, and purpose to read and understand expository and narrative texts. They will read informational articles to build background knowledge on an historical time period connected to the literature. They will explore the genre of drama, analyzing the characters through stage directions and dialogue. Students will engage in academic conversations justifying their predictions, interpretations, and claims. They will respond orally and in writing, demonstrating their ability to comprehend and think critically. Students will write a multi-genre paper using their notes from the reading as well as researched information. Students will create ABC books, reflecting on and demonstrating their learning related to the 7<sup>th</sup> grade ELA State Standards in reading, writing, listening, and speaking. They will use knowledge of context and word origins to identify unfamiliar words and phrases and use knowledge of language conventions to make writing understandable.

Unit Outcomes	Assessments	Texts
<p><b><u>In reading, students will:</u></b></p> <ol style="list-style-type: none"> <li>Use knowledge of text structure, organization, and purpose to make predictions and comprehend expository and narrative texts. RC 2.1, 2.2; RL 3.1</li> <li>Analyze cause-and-effect relationships within and between texts. RC 2.3</li> <li>Analyze text to clarify author’s purpose, significant details, and the different perspectives within the text. RC 2.4</li> <li>Evaluate author’s evidence to support his claims. RC 2.6</li> <li>Use knowledge of drama and narrative text forms to (a) analyze characters through dialogue and stage directions, and (b) analyze and interpret the plot, focusing on the author’s use of foreshadowing. RL 3.1, 3.2, 3.3</li> <li>Analyze author’s perspectives and themes within and across texts. RL 3.4, 3.5</li> </ol> <p><b><u>In language, students will:</u></b></p> <ol style="list-style-type: none"> <li>Clarify words through context and knowledge of roots and affixes. RW 1.2, 1.3</li> <li>Analyze author’s use of literal and figurative language to clarify meaning in reading and inform writing. RW 1.1</li> <li>Convey ideas clearly, orally and in writing, based on audience and purpose.</li> </ol> <p><b><u>In writing, students will:</u></b></p> <ol style="list-style-type: none"> <li>Take notes, write summaries, write a character analysis, and support claims using evidence from the text. WS 1.1-1.3</li> <li>Write a multi-genre paper, reflecting on the reading from the unit as well as any additional research. WS 1.1-1.3</li> <li>Create an ABC book, reflecting on standards-based learning in reading, writing, listening, and speaking.</li> <li>Revise writing as needed according to audience and purpose, checking for logical ideas, effective transitions, and precise vocabulary. WS 1.1, 1.7</li> <li>Use knowledge of words and language conventions to make writing accurate and understandable. WC 1.1-1.7</li> </ol> <p><b><u>In listening and speaking, students will:</u></b></p> <ol style="list-style-type: none"> <li>Participate in small and whole group discussions, asking questions to elicit information and clarify understanding. LS 1.1, 1.2</li> <li>Plan and implement a small group presentation. Practice with peers. LS 1.4-1.6</li> </ol>	<p><b>Diagnostic</b> There is no specific diagnostic assessment for this unit. Teachers may use benchmark assessment results and/or students’ work from the previous unit to plan instruction for the specific needs of students.</p> <p><b>Formative</b> <i>Includes the following:</i></p> <ul style="list-style-type: none"> <li>Written responses to reading</li> <li>Daily anecdotal records of small group/whole group discussions</li> <li>Quick-writes</li> <li>Word/Language work</li> <li>Exit slips/reflections</li> <li>Oral presentations</li> <li>Writing work: notes, graphic organizers, summaries, etc.</li> </ul> <p><b>Summative Assessment (Optional)</b></p> <ul style="list-style-type: none"> <li>Multi-Genre Paper</li> <li>ABC Book</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Benchmark Assessment Quarter 4 (Cumulative)</li> </ul>	<p><b>Prentice Hall</b></p> <ul style="list-style-type: none"> <li><i>Monsters Are Due on Maple Street</i> by Rod Serling, PH p. 666</li> <li><i>From A Wrinkle in Time</i> by Madeline Engle, p. 689</li> </ul> <p><b>SDUSD Database</b></p> <ul style="list-style-type: none"> <li><a href="#">America History Play, BLACKLISTED</a></li> <li><a href="#">The History of the War of the Worlds</a></li> <li><a href="#">Radio ‘Scare’ Program Brings Censor Demands</a></li> </ul> <p>Additional Resources from the SDUSD database, which are not called out in the lessons, but related to them:</p> <ul style="list-style-type: none"> <li><a href="#">Franklin Delano Roosevelt ‘The only thing we have to fear is fear itself’ (March 4, 1933)</a></li> <li><i>The War of the Worlds</i> by H.G. Wells (Graphic adaptation)</li> <li><a href="#">Martians Attack!</a> Steven Spielberg’s new War of the Worlds will scare you silly</li> <li><a href="#">The War of the Worlds A play based on Orson Well’s radio performance.</a></li> <li><a href="#">Sci-Fi Summer</a></li> </ul>

**Standards**

***In reading, students will:***

- RC 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- RC 2.2 Analyze text that uses proposition and support patterns.
- RC 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- RC 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- RC 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.
- RL 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).
- RL 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- RL 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- RL 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- RL 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

***In language, students will:***

- RW 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- RW 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- RW 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

***In writing, students will:***

- WC 1.1 Place modifiers properly and use the active voice.
- WC 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- WC 1.3 Identify all parts of speech and types and structure of sentences.
- WC 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).
- WC 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.
- WC 1.6 Use correct capitalization.
- WC 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.
- WS 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- WS 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- WS 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- WS 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

***In listening and speaking, students will:***

- LS 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- LS 1.2 Determine the speaker's attitude toward the subject.
- LS 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- LS 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- LS 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.