



# Rigorous Curriculum Design

## Unit Planning Organizer



<b>Subject:</b>	English Language Arts		<b>Grade:</b>	7 <sup>th</sup>
<b>Unit Number:</b>	2	<b>Unit Name:</b>	<b>Values</b>	
<b>Unit Length</b>	Days: 5 weeks/ 1 buffer		Mins / Day: 50	
<b>Unit Synopsis</b>	<p>In this unit the student will create a presentation (speech, poster, or multimedia) and write an argumentative essay which relays a value relevant to middle school students. <b>Students will argue for a change in their own or peers' behavior based on a particular value. Using both informative and narrative texts, students will use figurative and literal language to clearly convey their argument.</b></p> <p>The students will choose a relevant middle school topic that reflects what values are important to them and write an argumentative essay. The students will create a speech, multimedia, or bulletin board presentation (think butcher paper, tri-fold presentation board) that will display <b>the most</b> important value that they think the kids in middle school should display in their behavior. The presentation may include the following: the value, the definition, an example of a person in history, someone in their life, <b>and</b> a person or character from a text we have already read who displayed this value. Include at least one visual with description. <b>This may be presented in small groups or whole class.</b> Teachers can create a rubric or grading chart for students to fill in as they listen to each other's presentations.</p>			

	<b>ELA CCSS</b>
<b>Priority Standards</b>	<p>RL7. 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.</p> <p>RI7. 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.</p> <p>W7. 1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>SL7. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>

<b>Supporting Standards</b>	<p>RL7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version and analyzing the effects of techniques unique to each medium. (ex. lighting, sound, color, or camera focus and angles in a film)</p> <p>RI7. 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.</p> <p>RI7.6. 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.</p> <p>W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7.5. 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</p> <p>W7.8. 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> <p>SL7. 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA</p> <p>SL7.1 . 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>L7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L7.4. 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>
<b>Target ELD Standards</b>	<p><b><u>Collaborative</u></b></p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.3, W.1)</p> <p><b><u>Interpretative</u></b></p> <p>6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1)</p> <p>7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L.5)</p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5)</p> <p><b><u>Productive</u></b></p> <p>9. Expressing information and ideas in formal oral presentations on academic topics (SL.4)</p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5)</p> <p>11. Justifying own arguments and evaluating others’ arguments in writing (W.1)</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)</p>

## Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor )	Depth of Knowledge (Target for Unit Mastery)
RL.7.2 Determine Analyze Provide	a theme or central idea of a text it’s development over the course of the text an objective summary of the text	4 (Analyze)	3 (Determine)
RI.7.2 Determine Analyze Provide	a theme or central idea of a text it’s development over the course of the text an objective summary of the text	4 (Analyze)	4 (Analyze or interpret)
W.7.1 Write	arguments to support claims with clear reasons and relevant evidence	6 (Create)	4 (Synthesize and Develop)
SL.7.4 Present	claims and findings (e.g., argument, narrative, summary presentations) emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	6 (Create)	3 (Generate)
L. 5 Demonstrate  Distinguish	understanding of figurative language, word relationships, and nuances in word meanings. among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	4 (Analyze)	3 (Distinguish)



Learning Progressions of Skills and Concepts

Anchor Standard	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Previous Grade	Current Grade	Next Grade	
RL6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RL7. 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.	RL8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	

<b>Anchor Standard</b>	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
RI6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	RI7. 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.	RI8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
<b>Anchor Standard</b>	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
W6.1. Write arguments to support claims with clear reasons and relevant evidence.	W7. 1. Write arguments to support claims with clear reasons and relevant evidence.	W8.1. Write arguments to support claims with clear reasons and relevant evidence.
<b>Anchor Standard</b>	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
SL6.4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA	SL7. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA	SL8.4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA
<b>Anchor Standard</b>	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>Previous Grade</b>	<b>Current Grade</b>	<b>Next Grade</b>
L6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	L8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

<b>Essential Questions</b>	<b>Corresponding Big Ideas</b>
1) How are themes and central idea determined? 2) How are arguments supported? 3) How is a strong presentation delivered? 4) Why is the use of figurative, denotative, and connotative language important in communicating?	1) Through analysis all texts develop a theme or central idea and can be summarized. 2) Claims, reasons and relevant evidence support argument. 3) When orally presenting claims and findings, use appropriate eye contact, volume and pronunciation. 4) Words and phrases can have literal and figurative meanings which can add nuance and voice to writing.

<b>Unit Vocabulary Words</b>	
<b>Academic Cross-Curricular Vocabulary (Tier 2)</b>	<b>Content/Domain Specific Vocabulary (Tier 3)</b>
<p><b>RI.7.2</b> – determine, analyze, objective, central idea, summary</p> <p><b>RL.7.2</b> – cite evidence claims, counterarguments, opposing claims, credible source, text, conclusion</p> <p><b>W.7.2</b>-address, relevant evidence, topic, persuade, style, cohesion, supporting evidence</p> <p><b>SL.7.1</b>- presentation, narrative, coherent, emphasizing, focused, summary</p> <p><b>L.7.4</b>- distinguish, in context</p>	<p><b>RL.7.2</b> – theme</p> <p><b>L4</b>- nuances, distinguish, in context</p> <p><b>L.7.5</b>- figurative language, figure of speech, connotation, denotations</p>

<b>Resources for Vocabulary Development (Strategies, Routines and Activities)</b>	
<p><b>Graphic organizers/webs</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">             BUDGET-VOCABULARY-MATRIX.doc         </div> <div style="text-align: center;">             Frayer Model.pdf         </div> </div> <p><b>Strategy</b> – word wall      <b>Activities</b>-vocabulary bingo</p>	

<b>Unit Assessments</b>	
<b>Pre-Assessment</b>	<b>Post-Assessment</b>
<p>Test Description: Test covers context clues, figurative language, summarizing, theme, finding main idea and supporting details</p> <p><b>EADMS Test Id:            211882</b></p>	<p><b>Test Description:</b> Using textual evidence, finding main ideas and supporting details, context clues, demonstrate understanding of connotation, author’s opinion, analyzing idiomatic phrases, write a constructed response, finding theme and summarizing</p> <p><b>EADMS Test Id:            212043</b></p>

**Scoring Guides and Answer Keys**

**Assessment Differentiation**

**Students with Disabilities**

**Reference IEP  
Accommodations**

**Modifications**




See Student IEP

<http://www.alvordusdrcd.com/>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p><u>Description:</u> Write an argumentative essay and present the most important value that middle school students should display. Students will present to each other in small or whole group. Teacher may create student evaluation as a rubric so they may grade each other to evaluate the winner.</p> <p><b>Teacher Note: Presentation could include poster paper, butcher paper, electronic media, or speech with a visual etc. – your choice)</b></p>		Days: 2-3
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
<p>Task 1: Determining values and distinguish connotations</p> <p><b>NON-FICTION</b> <i>articles ... AoW, suggested articles in resources)</i></p>	<p>Students will be introduced to the central idea of values. They will be exposed to video and written scenarios, and article(s) that focus on value/values. Students will distinguish among the connotations of words with similar denotations. Students will be able to write a constructed response using similar denotations, but different connotations.</p> <p><b>(See Youtube for a <i>What Would You Do?</i> episode. Be sure to preview episode for class suitability.)</b></p> <p style="text-align: center;"><b>SEE page 10</b></p>	Days:  5-7
<p>Task 2: Read literature to write an objective summary focusing on theme</p> <p><b>Mini lesson on:</b> <i>figurative language and distinguish connotation of author's vocabulary choice</i></p> <p><b>FICTION</b></p>	<p>Students will read literature (suggested text: <i>Monsters Are Due on Maple Street-MDMS</i>) to determine and analyze the development of theme (When analyzing the theme, it could include a theme about the characters' values). Students will write an objective summary and include a paragraph describing the development of the theme. The students will demonstrate knowledge of figurative language –<i>MDMS</i>. Students will watch video version of <i>MDMS</i> to compare and contrast the video version to the written text version, and analyze story element(s).</p> <p><b>---optional---</b> Grading characters w.s. (link back to values)</p> <p><b>Other possible informational reading selections: ACHIEVE 3000 articles:</b> <i>(see your site's instructional coach for your password to access these articles)</i></p> <p>"A Lifetime of Healing the Earth," "Post WWII World: New Rules on Asia," "It's Who You Know," "Saying Thanks," "Just a Story...Or is it?" "Good Deed Dogs"</p> <p style="text-align: center;"><b>SEE PAGE 14</b></p>	Days:  7-8

<p><b>Task 3</b> Writing an argumentative essay using evidence and explanations using appropriate and precise vocabulary</p>	<p>Students will write an argumentative essay based on a value. For example students will read teacher selected article(s) with opposing views. Students will then choose a side based on the evidence provided in the articles. Once students select a side, they will do additional research and write an argumentative essay. Choose a value from above and apply it to a debatable issue.</p> <p><b>Prompt: Based on any of the stories or articles we have read, what would be the most important theme that you should follow? What value does it infer? Argue your claim by providing evidence from the texts, your life, and someone from history or the real world. Don't forget to include a rebuttal.</b></p>	<p>Days:  5-6</p>
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<p><b>Interdisciplinary Connections</b></p>	<p>History and Current Events</p>
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<p><b>Scoring Rubric</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               ELARubrics (1).pdf         </div> <div style="text-align: center;">               Multimedia Project Rubric.docx         </div> <div style="text-align: center;">               Poster Rubric.docx         </div> </div>
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**21<sup>st</sup> Century Skills**

<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Creativity and Innovation</li> <li><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</li> <li><input checked="" type="checkbox"/> Communication and Collaboration</li> <li><input checked="" type="checkbox"/> Flexibility and Adaptability</li> <li><input type="checkbox"/> Globally and Financially Literate</li> <li><input checked="" type="checkbox"/> Information and Media Literacy</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Initiative and Self-Direction</li> <li><input type="checkbox"/> Social and Cross-Cultural Skills</li> <li><input type="checkbox"/> Productivity and Accountability</li> <li><input type="checkbox"/> Leadership and Responsibility</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
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**Connections between 21<sup>st</sup> Century Skills, CCSS, and Unit Overview:**

Creativity and Innovation: Students create own poster/multimedia presentation for contest.

Critical Thinking and Problem Solving: Students analyze elements of figurative language to determine creative ways to communicate.

Communication and Collaboration: Students work in partner/small group to put together a presentation.

Flexibility and Adaptability: Students need to be able to accept ideas and criticisms of peer editors.

Information and Media Literacy: Students navigate the web to find relevant articles/sources.

Initiative and Self-Direction: Students fulfill/complete their portion of the whole project.

*from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>*



## Authentic Performance Task 1

Task Description	Students will read and analyze articles to complete an extended constructed response.	Suggested Length	Days: 4-5 Mins/Day: 45
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	<p>L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>		
	<b>Supporting Standard(s)</b>		
	<p>RI7. 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.</p> <p>RI7.6. 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.</p> <p>SL7. 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA</p> <p>L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L7.4. 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>		
	<b>Target ELD Standard(s)</b>		
	<p><b>Collaborative</b></p> <p>3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.3, W.1)</p> <p><b>Interpretative</b></p> <p>8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5)</p> <p><b>Productive</b></p> <p>10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5)</p> <p>12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)</p>		
<b>Essential Question(s)</b>	<p>How are arguments supported?</p> <p>Why is the use of figurative language important?</p>		
<b>Big Idea(s)</b>	<p>Claims, reasons and relevant evidence support argument.</p> <p>Words and phrases can have literal and figurative meanings which can add nuance and voice to writing.</p>		
<b>Bloom’s</b>	<b>DOK</b>	<b>Scoring Rubric</b>	
4 (Analyze)	4 (Analyze or interpret)	See end of Task 1	

**(Suggested Instructional Strategies and Tasks for Task - 1)****Product:**

Students will read and analyze articles to complete an extended constructed response.

**Instructional options:**

**Inquiry:** Students and teacher will read articles to identify the central theme by focusing on the values of each person.

**Collaborative Conversation:** Students will discuss hypothetical situations, outline what they would do, and identify the value of each outcome. Students will create a list of values to share with the class and add them to a class list.

**Mini Lesson:** Teachers will explain the meaning of connotation vs. denotation {powerpoint presentation available under **Resources and Materials**}

(Suggested Questions)

- Which words/phrases are figures of speech?
- What does the context suggest they mean?
- What can you determine about meaning of the words based on the relationship between them?
- Which words share similar denotative meaning, but suggest distinct connotative meaning?

**Suggested Outline:**

- Show *What Would You Do?* videos
- Class discussion about the videos
- Define value and give examples (list of values- group list and share to class)
- Read the situations (scenarios) See WWYD Worksheet **{Hypothetical Situations}**
- Prioritize values on a continuum (Top 5)/connotation mini lesson-using “paint sample cards”-to rank/show nuances  
Example words: fat, obese, plump, large, stout
- Read articles and identify/analyze the central idea including a value that could be questioned or reinforced. **{Under Resources and Materials—NEWSLA and ACHIEVE 3000 to adjust lexiles}**
- Write an extended or constructed response. Teacher creates question(s).
- Kids can observe family or friends at lunch engaging in activities that show a certain value. They can write about what they observed.

**Example Questions:**





How does the author develop this theme or central idea throughout the text and what details and facts reveal the value?



**Teacher Note: Suggested websites to find additional articles: [tweentribune.com](http://tweentribune.com), [newsela.com](http://newsela.com), [readworks.org](http://readworks.org), [Achieve 3000](http://Achieve 3000)**

**(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts – Task 1)**

See Primal Compassion (Language of Literature book)

Resources and Materials


 What Would You Do Worksheet.docx
  values ppt.ppt
  Values List.docx
  He's Not Heavy article.docx

 Are NYC's horse-drawn carriage
  Constructed Response Directions.d
  Extended Constructed Response.docx
  connotation denotation ppt.ppt

**Teacher Note: Suggested websites to find additional articles: [twentribune.com](http://twentribune.com), [newsela.com](http://newsela.com), [Achieve 3000](http://Achieve3000.org), [readswork.org](http://readswork.org)**

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
What Would You Do? Worksheet  Primal Compassion LOL page 138	<b>Reference IEP</b> <i>Accommodations</i>  See student IEP  <a href="http://www.alvordusrccd.com/">http://www.alvordusrccd.com/</a>  <i>Modifications</i>  See student IEP	<b><u>Emerging</u></b> <ul style="list-style-type: none"> <li>• Work with a partner</li> <li>• Use highlighters</li> <li>• Sentence frames</li> <li>• Have students models of effective and ineffective summaries</li> </ul>	Write their own engaging scenario  Find an article to share that incorporates a value and come up with a constructed response question
		<b><u>Expanding</u></b> <ul style="list-style-type: none"> <li>• Work with a partner</li> <li>• Use highlighters</li> <li>• Sentence frames</li> <li>• Have students models of effective and ineffective summaries</li> </ul>	
		<b><u>Bridging</u></b> <ul style="list-style-type: none"> <li>• Read articles with higher lexile</li> <li>• Model putting in words, phrases, ideas for effective summaries</li> </ul>	

<b>Scoring Rubric</b>	<b><u>Rubric for Extended Constructed Response</u></b>
	<p><b>4- Interesting hook/lead and complete IVF/thesis statement. Correctly and consistently credits the author, cites and <b>explains</b> two pieces of evidence per paragraph and has an effective conclusion. Includes correct punctuation, capitalization, and grammar.</b></p> <p><b>3 – Correctly and consistently credits the author, cites and somewhat <b>explains</b> two pieces of evidence per paragraph. Includes correct punctuation, capitalization, and grammar.</b></p> <p><b>2- Partially credits the author, cites and <b>explains</b> one piece of evidence per paragraph. Includes some correct punctuation, capitalization, and grammar.</b></p> <p><b>1- Rarely credits the author, cites evidence without explanation. Includes many punctuation, capitalization, and grammar errors.</b></p> <div style="text-align: center;"> 6-12_Informational-E xplanatory_CCSS_Ru</div>

## Authentic Performance Task 2

<b>Task Description</b>	Students will read literature (suggested text: <i>Monsters Are Due on Maple Street- MDMS</i> ) to determine and analyze the development of theme (When analyzing the theme, it could include a theme about the characters' values). Students will write an objective summary and include a paragraph describing the theme. The students will demonstrate knowledge of figurative language. Students will watch multimedia or video version of story and compare and contrast it to analyze story element(s).	<b>Suggested Length</b>	<b>Days: 5-7</b> <b>Mins/Day: 45</b>
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	RL7. 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. L7. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
	<b>Supporting Standard(s)</b>		
	RL7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version and analyzing the effects of techniques unique to each medium. (ex. lighting, sound, color, or camera focus and angles in a film)		
	<b>Target ELD Standard(s)</b>		
	<p><b>Collaborative</b> 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.3, W.1)</p> <p><b>Interpretative</b> 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1) 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5)</p> <p><b>Productive</b> 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)</p>		
<b>Essential Question(s)</b>	How can themes and central ideas be determined by readers? Why is the use of figurative, denotative, and connotative language important in communicating?		
<b>Big Idea(s)</b>	Readers identify them through accurate summary of central ideas and details. Words and phrases can have literal and figurative meanings which can add nuance and voice to writing.		
<b>Bloom's</b>		<b>DOK</b>	<b>Scoring Rubric</b>
<b>4</b> <b>(Analyze)</b>		<b>3</b> <b>(Synthesize and Develop)</b>	<b>See end of Task 1</b>

**(Suggested Instructional Strategies and Tasks for Task - 2)****Product:**

Write a summary and paragraph describing the development of the theme.

**Possible Questions:**

- What key idea and theme does the author develop throughout the text?
- What details and facts must an objective summary of the text include?

**Instructional options:**

**Collaborative Conversation:** Students will discuss what should and should not go into a summary, evidence that will support a theme. Students will interpret various figures of speech.

**Mini Lesson:**

Review any words/phrases that may have their own distinct connotative meaning. Direct instruction on figurative language (Metaphors, similes, allusions, puns, etc.).

**Suggestion:**

Have students take Cornell Notes or any other method.

Investigate language in a specific article.







(Language of Literature -*Primal Compassion*, pg. 139- Can look up video/audio clips on primates that tie in to article)

**(Suggested Questions)**

- Which words/phrases are figures of speech?
- What does the context suggest they mean?
- What can you determine is meaning of words based on relationship between them?
- Which words share similar denotative meaning, but suggest distinct connotative meaning?

**Suggested Outline:**

- Review elements of fiction **{optional}**
- Read literature (suggested texts include “MDMS” or “Rikki Tikki Tavi” in Language of Literature (LOL) textbook)
- Teach theme.
- **Optional:** Theme review (see theme worksheet below “resources and materials) resource from: <http://www.ereadingworksheets.com/free-reading-worksheets/theme-worksheets/>
- **Optional :** Use a graphic organizer of your choice to analyze the development of theme of each story
- Write an objective summary using only relevant details, include narrative transitions (see Unit 1 for resources)
- Mini lesson/notes on figurative language **{optional fiction from Africa (tie-in to History)—“Sundiata, Lion King...” and “Kelfala’s Secret Something”- LOL}**
- Review both stories for examples of figurative language and any words that have distinct connotative meaning
- View to compare Youtube version of *Monsters on Maple Street* or *Rikki Tikki Tavi* (Check to see if Youtube works in classroom, there is a way to do it in class... see your ILT representative)
- Create and complete graphic organizer (double bubble, Venn diagram) comparing story elements, then write about differences analyzing the effects of techniques unique to each medium. (ex. lighting, sound, color, or camera focus and angles in a film)

<b>Resources and Materials</b>	<b>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts – Task 2)</b>					
	 Character Grading Sheet.zip	 Constructed Response Directions.d	 Extended Constructed Response.docx	 Theme worksheet.rtf	 Theme worksheet ANSWERS.docx	 Cornell Notes Rubric.docx

**Strategies for Differentiation**

All Students	SWD	ELs	Enrichment
<p>Use all text features</p> <p>Study models of effective summaries</p> <p>Semantic maps</p> <p>Semantic feature analysis</p> <p>Draw continuums for vocabulary words</p>	<p>Reference IEP</p> <p><i>Accommodations</i></p> <p>See Student IEP</p> <p><a href="http://www.alvordusdrcd.com/">http://www.alvordusdrcd.com/</a></p> <p><i>Modifications</i></p>	<p><u>Emerging</u></p> <p>Model Think-Aloud</p> <p>Sentence Frames</p>	<p>Add another medium to the comparison – such as the the 50’s and 80’s version of <i>MDMS</i> or analyze the art from the textbook.</p>
		<p><u>Expanding</u></p> <p>Sentence frames</p> <p>Work with partners</p>	
		<p><u>Bridging</u></p> <p>Work with partners</p>	

<b>Scoring Rubric</b>	<u><b>Summary Rubric</b></u>
	<p><b>3</b> – Includes all important details for elements - of - fiction while using appropriate transitions, includes correct spelling, capitalization, and punctuation. Does not include any opinion. Addresses theme with textual evidence.</p>
	<p><b>2</b> - Includes some important details for elements - of - fiction while usually using appropriate transitions, includes correct spelling, capitalization, and punctuation. May include opinion. Partially addresses them with limited textual evidence.</p> <p><b>1</b> - Includes few important details for elements - of - fiction while sometimes using appropriate transitions, includes correct spelling, capitalization, and punctuation. Includes opinion.</p>

## Authentic Performance Task 3

<b>Task Description</b>	<b>Writing an argument essay using evidence and explanations.</b>	<b>Suggested Length</b>	<b>Days:</b>  7  <b>Mins/Day:</b>  45
<b>Standards Addressed</b>	<b>Priority Standard(s)</b>		
	SL7. 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA W7. 1. Write arguments to support claims with clear reasons and relevant evidence.		
	<b>Supporting Standard(s)</b>		
	W7. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7.5. 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 W7.6. 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. W7.8. 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. SL7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	<b>Target ELD Standard(s)</b>		
	<p><b><u>Collaborative</u></b> 3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. (SL.3, W.1)</p> <p><b><u>Interpretative</u></b> 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly (RL.1, RI.1) 7. Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area (L.5) 8. Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area (L.5)</p> <p><b><u>Productive</u></b> 9. Expressing information and ideas in formal oral presentations on academic topics (SL.4) 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology (W.1, L.5)</p>		



	11. Justifying own arguments and evaluating others' arguments in writing (W.1) 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas (SL.4, L.5)	
<b>Essential Question(s)</b>	How are arguments supported?	
<b>Big Idea(s)</b>	Claims, reasons, and relevant evidence support argument.	
<b>Bloom's</b>	<b>DOK</b>	<b>Scoring Rubric</b>
<b>6</b> <b>(Create)</b>	<b>4</b> <b>(Synthesize and Develop)</b>	<b>See end to Task 3</b>
<b>Teaching and Learning Sequence</b>	<b>(Suggested Instructional Strategies and Tasks for Task - 3)</b>	
	<p><b>Product:</b> Students will write an argumentative essay using evidence and explanations based on a value.</p> <p><b>Collaborative Conversation:</b> Students will vote/take a stand on a given debate. They will discuss with reasons why they support their claim and possible counterarguments.</p> <p style="padding-left: 40px;">Examples: <b>Stealing is never right ... unless your family is starving.</b> <b>Fighting isn't the answer... unless you have to defend your sibling from being beaten</b></p> <p><b>Mini Lesson:</b> Teacher will explain the format of an essay.</p> <p><b>Mini Lesson:</b> Teacher will explain ethos, logos, and pathos. <i>{See Resources and Materials}</i></p> <p><b>Suggested Outline:</b></p> <ul style="list-style-type: none"> <li>• Use Brainpop.com for a short clip on argument/debate</li> <li>• Direct instruction on the format/structure of an argumentative essay. (Powerpoint Presentation)</li> <li>• Powerpoint presentation on Ethos, Logos, and Pathos.</li> <li>• Students write their argumentative essay.</li> </ul>	

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts – Task 4)

Use Brainpop.com for a short clip on argument/debate



argument and persuasion PP by Det



Argumentative Essay ppt.ppt



Logos Ethos Pathos Powerpoint1.ppt

<http://examples.yourdictionary.com/examples/examples-of-ethos-logos-and-pathos.html>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Cornel Notes on format	<p><b>Reference IEP</b></p> <p><b>Accommodations</b></p> <p>See student IEP</p>	<p>Emerging</p> <p>Sentence Frames</p> <p>Graphic Organizer (T-Chart)</p> <p>Pair Share</p>	<p>6 paragraph extended essay with at least one visual</p> <p>Type the essay</p>
	<p><b>Modifications</b></p> <p><a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a></p>	<p><b>Expanding</b></p> <p>Think Aloud</p> <p>Sentence Frames</p> <p>Guided Debate</p>	
		<p><b>Bridging</b></p> <p>Highest grade-level sentence frames</p>	

Scoring Rubric



6-12\_Argumentation \_CCSS\_Rubric.pdf

## Engaging Scenario

## Detailed Description (situation, challenge, role, audience, product or performance)

**Description:** Write an argumentative essay to present the most important value that middle school students should display. Students will present to each other in small or whole group. Teacher may have students evaluate each other on a class/teacher-created rubric covering content, speaking, argumentative techniques, etc.

*Teacher Note: Presentation could include poster paper, butcher paper, electronic media, or speech with a visual etc. – your choice*

## Strategies for Differentiation

All Students	SWD	ELs	Enrichment
Discuss and organize bulletin board  Revise and edit essays with partners  Draw, write, use evidence from previous texts to complete bulletin board  Create rough draft	<b>Reference IEP</b>  <i>Accommodations</i>  See student IEP  <i>Modifications</i>  <a href="http://www.alvordusdrccd.com/">http://www.alvordusdrccd.com/</a>	Emerging  Read aloud/teacher models with student work Graphic Organizers Exemplars Sentence Frames	Discuss, come to a consensus on a shared common value from bulletin boards  Multimedia presentation utilizing all the standards at a high and creative level
		Expanding  Sentence Frames Exemplars Clear Rubrics Partner peer edit/revise	
		Bridging  Sentence Frames 3x5 cards	

## Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective		