

Grade Level/Subject 7 Unit 1

What is my role as a Reader and Critical Thinker?

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results

<p>Overarching PA Core Standards/ Eligible Content:</p> <p>CC.1.2.7.A / E07.B-K.1.1.2 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>CC.1.4.7.C / E07.E.1.1.2 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>CC.1.2.7.C / E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).</p> <p>CC.1.3.7.D - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.1</p> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.7.B / E07.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in</p>	Transfer	
	<p>TRANSFER GOALS</p> <p><i>will be able to independently use their learning to...</i></p> <p>Read closely and analytically to comprehend a range of increasing complex literary and informational text.</p> <p>Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Critical readers interact with a text through questions, annotations, and other active reading strategies - Conflicts are influenced by internal and external factors - Individual identity is formed by the experiences and conflicts people face - Effective expository introductions include a way to grab the reader’s attention, story background that is relevant to the writer’s claim, and a clear thesis statement that previews the supporting reasons - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.1 - Text evidence is <i>thoughtfully</i> selected to support a writer’s claim - Varied sentence sutures and – help to craft an individual sense of style in writing 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>What strategies help me to be a critical reader?</p> <p>How do different types of conflicts affect people and characters?</p> <p>How do individuals influence the way their conflicts are shaped and resolved?</p> <p>How do external factors (setting, other characters, and events) influence conflicts?</p> <p>How do I use evidence from texts to defend my claims?</p> <p>How do I craft a dynamic introduction (including content, word choice, and sentence structure) in expository writing to clearly develop my ideas?</p>

which ideas are logically grouped to support the writer's purpose.

CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Knowledge and Skills Acquisition

KNOWLEDGE

Students will know...

- *Different* appropriate reading strategies for short and long texts to comprehend and critical analyze literature
- How different types of conflicts (internal, external, person v. self, person v. person, person v. nature, person v. society, person v. fate, person v. technology) overlap and interact
- How events shape the parts of a story's plot and impact characters
- How to choose effective text evidence to defend a claim
- How to write a dynamic introduction to include a hook, story background, and thesis statement
- Different sentence structures and ways to vary structure to create unique pieces of writing

VOCABULARY

- Internal, external, person v. self, person v. person, person v. nature, person v. society, person v. fate, person v. technology, person v. supernatural
- Plot, setting, conflict, exposition, rising action, climax, falling action, resolution
- Character, protagonist, antagonist
- Additional vocabulary per selection

SKILLS

Students will be skilled at...

- Explaining the differences between common types of conflicts
- Explaining how events within a story's plot shape conflicts the protagonist faces
- Analyzing how individual people are impacted by conflicts they face
- Crafting introduction paragraphs with clear thesis statements that preview supporting reasons and *attend* to both purpose and audience
- Identifying appropriate text evidence to defend claims
- Choosing varied sentence structure (simple, complex, compound, complex-compound) to support ideas thoughtfully

Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
T	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • Collection of mini-projects or analysis responses demonstrating understanding of conflicts, characters, point of view, and setting • Take the perspective of the protagonist and the reader to explain different types of conflicts faced during events in the story 	<p>PERFORMANCE TASK(S)</p> <ul style="list-style-type: none"> • Novel Project <ul style="list-style-type: none"> ○ Literature Circle Group Work <ul style="list-style-type: none"> ▪ 3-4 group meetings ▪ 1-2 group analysis questions OR 1 mini-project per meeting ▪ Analysis tasks or questions focus on connecting class concepts to events, conflicts, and themes in novels • Perspective Journal <ul style="list-style-type: none"> ○ Entries from the perspective of a protagonist(s) on the elements of a story (plot, conflict, setting, theme, etc.) ○ Detailed entries from the POV as a reader summarizing/ highlighting/ explaining/ analyzing specific moments in the text with evidence to support thinking. 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -novel selection -reference vocab. notebook -Graphic organizers -Rubrics
A M	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • A multiple-choice test assessing comprehension, elements of fiction, vocabulary, and grammar • A constructed response TDA evaluating students' ability to use text evidence supporting a clear claim with multiple body paragraphs, an introduction, and a conclusion 	<p>OTHER EVIDENCE</p> <p>Test/Quizzes (Short-Story Based; MC and/or TDA)</p> <p>Tests and quizzes will cover all unit learning objectives, including:</p> <ul style="list-style-type: none"> - Parts of plot, setting, conflict (multiple choice, fill-in-the-blank) - Vocabulary, sentence structure (short answer, multiple choice) - Multi-paragraph constructed response (TDA) to analyze the interactions between individuals, events, and ideas in a text, including text evidence 	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> -Graphic organizers -reference vocab. notebook -multiple choice limit (3 vs. 4) -word bank -one body paragraph vs. Three body paragraphs -Rubrics

