

## Grade Level/Subject 7 Unit 4

### How do Individuals express themselves through different Modes of Fiction?

#### Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p><b>Overarching PA Core Standards/ Eligible Content:</b></p> <p>CC.1.3.7.D / E07.A-C.2.1.1 Analyze how an author develops and contrasts the craft and structure in literature.</p> <p>CC.1.3.7.A / E07.A-K.1.1.2 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>CC. 1.3.7.H / E07.A-C.3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of and/or among texts. the same period as a means of understanding how authors of fiction use or alter history.</p> <p>CC.1.2.7.G Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p>CC.1.2.7.K/E07.B-V.4.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. (Determine how the author uses the meaning of words or</p>	<b>Transfer</b>	
	<p>TRANSFER GOALS</p> <p><i>will be able to independently use their learning to...</i></p> <p>Explore, develop, and articulate personal and world views in the context of diverse social, historical, and cultural perspectives.</p> <p>Read closely and analytically to comprehend a range of increasing complex literary and informational text.</p>	
	<b>Meaning</b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Different forms of writing, such as poetry, plays, and visual literature require different strategies for analysis and comprehension</li> <li>- Figurative language is used to develop deeper meaning in text</li> <li>- Author’s use different literal and figurative devices to teach the</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p><i>How do authors use figurative language to establish deeper meaning in texts?</i></p> <p><i>How does the form of a literary work impact the audience’s understanding?</i></p> <p><i>How do we analyze recurring themes through varied forms of literature?</i></p>

<p>phrases, including figurative and connotative meanings, in a text; 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.)</p> <p>CC.1.5.7.D 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.</p> <p>CC.1.5.7.E Adapt speech to a variety of contexts and tasks.</p>	<p>readers specific lessons</p> <ul style="list-style-type: none"> <li>- Similar themes can be found and analyzed through different compositions and writers</li> <li>- Themes from literature apply to real life situations</li> <li>- Writers use varied moods of verbs to accurately and precisely describe actions.</li> </ul>	<p><i>How do we compare and contrast different forms of literature and media?</i></p> <p><i>How do authors use literal and figurative devices to establish themes?</i></p> <p><i>How do I appropriately use varied verb moods/structures to precisely describe my ideas?</i></p> <p><i>How do themes we read about in literature apply to real life situations?</i></p>
<b>Knowledge and Skills Acquisition</b>		
<p>CC.1.4.7.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>KNOWLEDGE</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- How to read and understand scripts, including dialogue, stage direction, and features of plays</li> <li>- Strategies for approaching poetry to build understanding of figurative vs. literal meaning</li> <li>- Common and uncommon figurate and literary devices</li> <li>- Differences between moods of verbs</li> </ul>	<p>SKILLS</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>- Comprehending and analyzing literature in varied forms of media (written, auditory, and visual)</li> <li>- Identifying themes in non-prose-based writing</li> <li>- Comparing and contrasting themes across forms of literature</li> <li>- Analyze how figurative and literary devices impact a reader's understanding of a text</li> <li>- Identifying the verb mood used when reading</li> </ul>

	<p>VOCABULARY</p> <p>Poetic Devices (rhyme, prose, verse, stanza, etc.)</p> <p>Figurative language (alliteration, imagery, simile, metaphor, imagery, hyperbole, personification, onomatopoeia, euphemism, cliché)</p> <p>Literary Devices (repetition, flashbacks, irony, foreshadowing, symbolism)</p> <p>Verb moods (indicative, imperative, interrogative, conditional, and subjunctive)</p> <p>Additional vocabulary per selection</p>	<ul style="list-style-type: none"><li>- Choosing the appropriate mood of verb in writing</li></ul>
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Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
T	<p><i>Success Criteria:</i></p> <p>Poetry Portfolio</p> <ul style="list-style-type: none"> <li>• Students successfully analyze multiple poems for recurring theme, response in paragraph form with text evidence</li> <li>• Correctly identify and explain theme, figurative language, and poetic devices</li> </ul> <p>Presentation Skills</p> <ul style="list-style-type: none"> <li>• Students present a poem, section of script, or portfolio results using appropriate public speaking skills (eye contact, tone, volume, etc.)</li> </ul>	<p>PERFORMANCE TASK(S)</p> <p><b>Poetry Portfolio</b></p> <ul style="list-style-type: none"> <li>• Analyze a set of poems to explain how authors develop recurring theme in writing, including:               <ul style="list-style-type: none"> <li>- An introduction and claim</li> <li>- Body paragraphs using text evidence and analysis (in-text citations)</li> <li>- A conclusion paragraphs</li> <li>- Grade appropriate grammar/spelling</li> <li>- Attend to theme, figurative language, and poetic form</li> </ul> </li> <li>• Poetry sets can be by the same author or multiple authors on the same topic</li> <li>• Presentations can be in essay form or digital presentation software</li> </ul> <p><b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Students will present to the class using grade-level appropriate skills, including:               <ul style="list-style-type: none"> <li>○ Maintaining eye contact</li> <li>○ Speaking at an audible level</li> <li>○ Varying tone of voice appropriate to task and purpose of presentation</li> </ul> </li> <li>• Presentation can be completed through               <ul style="list-style-type: none"> <li>○ Presentation of poetry/script analysis project, mini-lesson project (see stage 3 for additional detail), classroom play performance</li> </ul> </li> </ul> <p>Differentiation Considerations:</p> <p><i>Optional Poetry Portfolio Extension:</i> Write a poem matching the recurring theme to add to your poem collection</p> <p>-reference vocabulary notebook</p> <p>-Graphic organizers</p> <p>-Choice of speaking parts</p> <p>-Medium of project</p> <p>-peer feedback</p> <p>-length of project</p> <p>-Rubrics</p>	

<p>A M</p>	<p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> <li>• A multiple-choice test assessing comprehension, elements of poetry and scripts, vocabulary, and grammar</li> </ul>	<p>OTHER EVIDENCE</p> <p><b>Unit Test</b></p> <p>Unit test will cover all unit learning objectives, including:</p> <ul style="list-style-type: none"> <li>- Comprehension of texts (short answer, multiple choice)</li> <li>- Theme interaction with characters and conflict (short answer, multiple choice)</li> <li>- Vocabulary, mood verbs (short answer, multiple choice, fill-in-the-blank)</li> </ul>	<p>Differentiation Considerations:</p> <ul style="list-style-type: none"> <li>-Graphic organizers</li> <li>-reference vocab. notebook</li> <li>-multiple choice limit (3 vs. 4)</li> <li>-word banks</li> <li>-one body paragraph vs Three body paragraphs</li> </ul>
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