

Unit Goal- Students will read and comprehend narrative texts. Students will be able to deconstruct and interpret texts in a variety of meaningful ways while encountering more complex text genres.

Essential Questions:

1. Why is it important to respect the thoughts of others as they share within our community?
2. How does having a reading community help you in answering the question given about the snippet of dialogue presented to you?
3. Why is it important to determine what type of narrator is present?
4. How does tracking the text help deepen your comprehension about a specific text?
5. Why is it useful to understand elements of narrative?
6. Why is authors craft and word choice so important?
7. Why does point of view play such an important role in narrative text?
8. How does analysis of literal text help you make inferences that deepen your understanding of the text?
9. How do specific elements of narrative contribute to meaning of a narrative text?

Unit/Time Frame	CCSS	Skills	Assessment	Suggested Resources
<p>Narrative Reading Mystery Focus (4 weeks)</p> <ul style="list-style-type: none"> • Teacher selected texts: • Mystery <p>* Poetry (CAN BE TAUGHT ANYTIME)</p> <p>Vocabulary instruction</p> <ul style="list-style-type: none"> • Grammar 	<p>READING LITERATURE</p> <p>RL.7.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</p> <p>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.</p>	<p>READING LITERATURE</p> <ul style="list-style-type: none"> • Define and cite textual evidence • Define inference • Right There and On My Own • Analyze authors word • Define theme • Analyze plot to determine theme • Determine key events over course of text 	<ul style="list-style-type: none"> • Pre-Mid-Post MAISA Assessments 	<p>Novels</p> <ul style="list-style-type: none"> • Chasing Vermeer • Westing Game <p>-MAISA Unit- Narrative Reading</p>

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	<p>RL.7.3- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>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.</p> <p>RL.7.6- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<ul style="list-style-type: none"> • Define summary • Compose objective summary/key points • Identify elements of story • Explain how elements interact • Recognize how change to one element effects other elements • Define/Identify figurative language • Distinguish between literal/figurative language • Recognize denotative/connotative language • Analyze authors use of rhyme, repetition, etc. • Identify 1st, 2nd, 3rd, 3rd limited and 3rd omniscient P.O.V. 		<p>Textbook Resources</p> <p>Poetry</p> <ul style="list-style-type: none"> • The Runaway (Pg. 24) • Sir Kinsley the Brave (Pg. 60) • Immigrants (Pg. 140) • I'm Nobody (Pg. 168) • Madam and the Rent Man (Pg. 226) • Sarah Cynthia Sylvia Stout (Pg. 257) • Jabberwocky (Pg. 339) • The Highway (Pg. 340) • Annabel Lee (Pg. 350) • Gold (Pg. 393) • My Father is a Simple Man (Pg. 398) • Mama is a Surprise (Pg. 400) • As I Gaze Upon My Father (Pg. 402) • The Creation (Pg. 420) • Maggie and Milly (Pg. 460) • The Desert (Pg. 462) • I Am of the Earth (Pg. 464) • Early Song (Pg. 465)

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	<p>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).</p> <p>RL.7.10- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>LANGU AGE L.7.1- Demonstrate command of the conventions of standard English grammar</p>	<ul style="list-style-type: none"> • Author development of P.O.V. • Explain why author chose P.O.V. • Contrast P.O.V. of various characters/narrators • Visualization • Compare/contrast mental images while reading to media version • Identify various tech. used in media/stage versions • Analyze tech. used in media/stage versions • Recognize when text is too easy or hard • Choose reading strategies to assist with difficult text <p>LANGUAGE</p>		

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	<p>and usage when writing or speaking.</p> <p>a) Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c) Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p> <p>L.7.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • Define phrase and clause and state their function • Use phrases and clauses to enhance writing and/or speaking • Identify simple sentence structures, compound sentences, complex sentence structures, and compound-complex sentence structures • Choose different sentence structures to signal differing relationships among ideas • Define misplaced modifiers and dangling modifiers • Identify and correct misplaced/dangling modifiers in writing and/or speaking • Determine when to capitalize words • Define coordinate adjectives and non coordinate adjectives 		

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	<p data-bbox="474 678 827 813">L.7.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p data-bbox="474 1068 827 1479">L.7.4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function</p>	<ul data-bbox="905 253 1234 1390" style="list-style-type: none"> • Determine when adjectives are coordinate and need to be separated by commas • Identify misspelled words and use resources to assist with spelling • Choose words, phrases, and clauses that express ideas precisely and concisely • Recognize and eliminate areas of wordiness/redundancy • Infer meaning of unknown words using context clues • Recognize and define common Greek/Latin affixes and roots • Break down unknown words into units of meaning to infer definition 		

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	<p>in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c) Consult general and specialized 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.</p> <p>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).</p>	<ul style="list-style-type: none"> Verify inferred meanings by consulting reference materials 		

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	<p>L.7.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b) Use the relationship between particular words (e.g., synonym/ antonym, analogy) to better understand each of the words.</p> <p>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> <p>L.7.6- Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>	<ul style="list-style-type: none"> • Define and identify figurative language (simile, metaphor, hyperbole, etc.) • Distinguish between literal and figurative language • Recognize word relationships to further understand multiple words • Recognize difference between denotative and connotative meanings • Analyze how words/phrases that have similar meanings can have very different connotations • Recognize difference between general academic words and phrases and domain- 		

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	<p>phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>SPEAKING AND LISTENING SL.7.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b) Follow rules for collegial discussions,</p>	<p>specific words and phrases</p> <ul style="list-style-type: none"> • Acquire and use grade-appropriate academic and domain specific words/phrases to increase <p>SPEAKING AND LISTENING</p> <ul style="list-style-type: none"> • Research/review materials to be discussed and determine key points/central ideas • Create questions and locate textual evidence to contribute to discussion on given topic • Define roles and rules for collaborative discussion • Come prepared with key points/text evidence for discussion • Track progress of a discussion and recognize when off-topic • Participate in discussion by posing questions, responding 		

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	<p>track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d) Acknowledge new information expressed by others and, when warranted, modify their own views</p>	<p>to questions, and elaborating</p> <ul style="list-style-type: none"> • Make relevant observations and use my ideas to comment • Review key ideas presented by others 		