

## Unit 4 – Reflections

### Established Benchmarks:

**Reading Standards for Literature:** (All standards are taught, but the ones in **bold** are the focus for this unit.)

**RL 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

**RL 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.**

RL 3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL 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.

RL 5 – Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**RL 6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

**RL 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).**

RL 8 – (Not applicable to literature)

RL 9 – Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RL10 – 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.

**Reading Standards for Informational Text:** (All standards are taught, but the ones in **bold** are the focus for this unit.)

**RI 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

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**RI 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.**

RI 3 – Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events).

RI 4 – Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

RI 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.

RI 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.

RI 7 – 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).

RI 8 – Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI 9 – Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI10 – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards:** (All standards will be taught, but there should be a focus on the ones in **bold**).

**W1 – Write arguments to support claims with clear reasons and relevant evidence.**

**W2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**W3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

**W4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**W5 – 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.**

W6 – Use technology, including the internet, to produce and publish writing and link to and cite sources as well

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as to interact and collaborate with others, including linking to and citing sources.

W7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W8 – 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.

**W9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.**

W10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking & Listening:** (ALL of these standards should be taught throughout the year.)

SL 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.

SL 2 – Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL 3 – Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

SL 4 – 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.

SL 5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL 6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language:** (ALL of these standards should be taught throughout the year.)

L1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L4 – 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.

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L5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
L6 – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Enduring Understanding:**

The human condition is reflected in all genres of literature. It is important to learn from and reflect on the human condition depicted in literature.

**Essential Questions:**

- What is the human condition? Is literature a reflection of life?
- How are points of view represented through literature?
- How do these points of view differ from the points of view expressed in other mediums of expression?
- Does human experience represented by the written word differ in intensity with human experiences depicted by other mediums of expression?
- How do various literary and media techniques affect students' understanding of the human condition?

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<p><b>Student will know.....</b></p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> <li>• Point of view</li> <li>• Compare/Contrast</li> <li>• Theme</li> <li>• Textual Evidence</li> <li>• Medium/Media</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Structure, organization and text features for expository writing</li> <li>• Transitions</li> <li>• Writing Process</li> </ul>	<p><b>Student will be able to.....</b></p> <p><u>Reading Literature:</u></p> <ul style="list-style-type: none"> <li>• Analyze how an author develops and contrasts the points of view of different characters or narrators in the text.</li> <li>• Compare and contrast a written story, drama or poem to its audio, filmed, staged, or multimedia version, including an analysis of the effects of techniques unique to each medium.</li> </ul> <p><u>Writing:</u></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul>
<p><b>Vocabulary:</b></p> <p><i>This section refers to vocabulary from the extended text only. We strongly encourage teachers to add vocabulary from other texts chosen.</i></p> <p><u>Words to Front-Load:</u> Folklore, folktale, fantasy, science fiction, fable, realistic fiction, drama, poetry, point of view, compare, contrast, cause-and-effect, tragedy, parody, irony, hyperbole, conflict</p> <p><u>Words Using Context Clues:</u> See livebinder.com for vocabulary for <i>The Outsiders</i>.</p> <p><u>Instructional Methods:</u> Teach prefixes, suffixes, root words and strategies that aid in determining meaning.</p>	<p><b>Grammar Focus:</b></p> <p><i>Instructors should identify the common patterns of errors in student writing and address them in their instruction. Listed below are the skills that need explicit instruction this quarter.</i></p> <ul style="list-style-type: none"> <li>• Use student writing to review all conventions of grammar through units 1-3.</li> </ul>

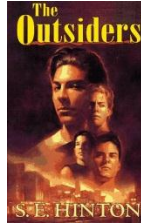
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<b>Assessment Evidence</b>	
<p><b>Formative Tasks:</b></p> <p><i>Instructors should formatively assess their standards daily to track student progress and guide instruction. <b>Strategies and tools for the use of formative assessments can be found at:</b></i></p> <p><a href="#"><u>Tools for Formative Assessments</u></a></p> <p><a href="#"><u>Tools and Strategies for Formative Assessments</u></a></p> <p>Develop tasks that reflect performance and summative evidence of mastery.</p> <ul style="list-style-type: none"> <li>• Text-based questions</li> <li>• Close reading</li> <li>• Read extended text</li> <li>• Respond to vocabulary</li> <li>• Respond to evidence-based selected response</li> <li>• Routine, daily writing.</li> </ul> <p>See <a href="http://livebinders.com"><u>livebinders.com</u></a> for suggested lessons and resources.</p>	<p><b>Threshold:</b></p> <p>69 and below on Summative Assessments</p> <p>Suggested Re-Teach Options: Study Island (web-based, available 2013-14) Textbook Resource Manager (Re-teach options) Test-corrections Small-group instruction Conferencing</p>
<p><b>Writing Tasks:</b></p> <p><i>The instructor is expected to follow the PARCC Model Frameworks. Listed below are suggested writing activities.</i></p> <p>Align with PARCC Model Framework expectations:</p> <ul style="list-style-type: none"> <li>• 4–6 expository pieces of writing per “Literary Text” quarter, with focus on</li> </ul>	<p><b>Summative Tasks:</b></p> <p>RL.6, RL. 7 Text-dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their literary analysis writing piece.</p> <p>Mini-summative Assessments on selected</p>

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<p>arguments.</p> <ul style="list-style-type: none"><li>• 1-2 narrative pieces of writing per “Literary Text” quarter.</li><li>• PARCC “Evidences” suggest topics to include author’s point of view; drawing inferences; emphasizing different evidence; and advancing different interpretations of text.</li><li>• Routine, daily, purposeful writing.</li><li>• Text-based writing to demonstrate content and process knowledge.</li></ul> <p><u>Suggested Writing:</u></p> <ul style="list-style-type: none"><li>• Compare and contrast a written story with its filmed or theatrical version.</li><li>• Examine the tools used to produce video, film or theatre.</li><li>• What emotions can you identify in the characters that Daumier created? How has he shown these emotions artistically? What is different about these heads from other sculptures you have seen? After writing about this, share your ideas with the class. Does everyone see the same visual elements?</li></ul>	<p>texts throughout the quarter.</p> <p>District Formative Assessment – Part A – ¾ through quarter - Essay Writing District Formative Assessment – Part B – end of quarter – all multiple choice</p>
<h2>Resources</h2>	
<b><u>Extended Text that ALL students MUST read:</u></b>	<b><u>Suggested Activities:</u></b>

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*The Outsiders* by S.E. Hinton

Suggested pieces to accompany extended text are listed below. Students should read a minimum of 2-3 literature texts and a minimum of 1-2 informational texts per unit.

**Literature Texts:**

Poetry by Langston Hughes, Maya Angelo, Robert Frost, Nicki Giovanni  
Robert Frost's "Nothing Gold Can Stay" pg.77 in *The Outsiders*

Karen Hesse – pg. 488  
*Out of the Dust* excerpt

Leo Tolstoy  
"Two Brothers" – pg. 307

Gwendolin Brooks  
"We were cool" poem

**Informational Texts:**

Maya Angelou audio version "Still I Rise"

Tie in the class warfare of *The Outsiders* to

- Poetic representations of social class & personal struggle;
- Disenfranchised people turning around their lives;
- Bullying and fitting in;
- Civic's focus on political parties;
- Civic's focus on economic realities.

**Journal:**

- Journal from different characters points of view in *The Outsiders*.
- Journal on how all people can sometimes feel like outsiders.
- Journal based upon the various points of view of characters in *The Outsiders*.

**Projects:**

- Have students choose a character to draw/color from the book and create a bulletin board with student creations, plus their made-up life-lesson advice along the lines of, "Stay green, Ponyboy!"
- Design a book cover or a movie poster for *The Outsiders* and explain what it means and why it's better than the original.

Study background of S.E. Hinton. Go the computer lab and log onto [www.sehinton.com](http://www.sehinton.com)  
Have the students write a letter to her.

Mock trial: Try Johnny for stabbing the Soc. (Civics



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<p><a href="http://www.youtube.com/watch?v=ik4bnjUCTbE">http://www.youtube.com/watch?v=ik4bnjUCTbE</a></p> <p>“Gangs in America: An Outcast’s Ticket to Success” in <i>Psychology Today</i> <a href="http://www.psychologytoday.com/blog/take-all-prisoners/200904/gangs-in-america-outcasts-ticket-success">http://www.psychologytoday.com/blog/take-all-prisoners/200904/gangs-in-america-outcasts-ticket-success</a></p> <p>More on Gangs at Middle School level <a href="http://www.ncpc.org/cms/cms-upload/ncpc/files/gangs.pdf">http://www.ncpc.org/cms/cms-upload/ncpc/files/gangs.pdf</a></p> <p>Jimmy Baca, reformed gang member <a href="http://www.jimmysantiagobaca.com">www.jimmysantiagobaca.com</a></p> <p>Then and Now: Gangs and The Outsiders, an internet hunt <a href="http://www.kn.pacbell.com/wired/fil/pages/hunttheoutsno.html">www.kn.pacbell.com/wired/fil/pages/hunttheoutsno.html</a></p> <p>Anna Quinlan – pg. 356 “Homeless” essay</p> <p>Narayana Krisnan CNN HERO article and video <a href="http://www.cnn.com/2010/LIVING/04/01/cnnheroes.krishnan.hunger/index.html">http://www.cnn.com/2010/LIVING/04/01/cnnheroes.krishnan.hunger/index.html</a></p> <p>Daumier and the Lower Class Artist <a href="http://www.ibiblio.org/wm/paint/auth/daumier/">http://www.ibiblio.org/wm/paint/auth/daumier/</a></p> <p>Evaluating photos that reflect human condition: “When is the photo more than a picture?” (textbook) Also, writing workshop on interpretative essays (textbook)</p> <p>Laurence Yep “Waters of Gold” – pg. 702</p>	<p>tie-in!) (SL standards)</p> <ul style="list-style-type: none"><li>• Begin the unit by introducing a graphic organizer for students to record traits of the human condition as they are encountered in the literature giving textual examples</li></ul> <p>Ask reflective reading questions on edmodo. Model higher- level questioning in classroom discussions and student writing.</p> <p>Hold a socratic seminar on the issue of: “Does art imitate life or... does life imitate art?” Students must provide specific examples to argue either position.</p> <p>Read Maya Angelo’s “Still I Rise.” Next, view and listen to her poetry reading on <a href="#">YouTube</a>. Write about how the presentation and tone affected the reader’s interpretation of the human condition. Share findings with partners, small groups, and whole class.</p>
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**Scaffolding / Intervention Strategies:**

Below Grade Level:

- Modeled answers
- Kagan strategies
- One-on-one small-group instruction with scaffolding and learning centers.

Above Grade Level:

- Learning contracts
- Curriculum compacting
- Independent connections to outside literary texts.