Course	7th Grade ELA
Unit Title	Unit 1: Developing Middle Level Readers

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Standards	Transfer
E07.A-K.1.1.1 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	Students will be able to apply their skills in citing textual evidence, analyzing themes, and interpreting language to critically engage with a variety of texts beyond the classroom.

Meaning

Standards (continued)

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.

E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative

UNDERSTANDINGS
Students will understand that…

- ❏ citing textual evidence is essential for supporting analysis, whether it involves explicit information or inferences.
- ❏ identifying and analyzing the development of a theme or central idea over the course of a text, along with providing an objective summary,

ESSENTIAL QUESTIONS
Students will keep considering…

- ❏ How do narratives stories teach us about our world?
- ❏ In what ways do the interactions between story elements, such as setting, characters, and plot, contribute to the development of the theme or central idea of a text?

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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.

E07.A-V.4.1.1 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.

    a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

    a. Interpret figures of speech (e.g., literary and mythological allusions) in

are key to understanding the text's overall message and its narrative structure.

❏ recognizing how authors use language, including figurative and connotative meanings, and understanding word relationships, affixes, roots, and context are crucial for interpreting texts accurately.

Acquisition

Students will know…

❏ **Citing/Citations**: Referencing specific parts of a text to support claims or ideas, typically using direct quotes or paraphrased information, along with proper attribution to the original source.

Students will be skilled at…

❏ I can cite several pieces of textual evidence to support analysis of what the text says explicitly.

❏ I can cite several pieces of textual evidence to support analysis of inferences, conclusions, and/or generalizations drawn from the text.

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context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E06.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 which ideas are logically grouped to support the writer's purpose.   E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s). E06.E.1.1.3 Use appropriate transitions to clarify the

❑ **Textual Evidence**: Pieces of information from a text that support an argument or response, such as quotes, summaries, or paraphrases from the text.

❑ **Explicit Information vs. Inferences**: Explicit information is clearly stated in the text, while inferences are logical conclusions drawn from the text based on evidence and reasoning.

❑ **Generalizations**: Broad statements or conclusions derived from specific instances or evidence, often used to summarize or simplify information.

❑ **Theme**: The central message, lesson, or underlying meaning of a literary work, often reflecting universal ideas or insights about life.

❑ I can determine a theme or central idea of a text.

❑ I can analyze the development of a theme or central idea over the course of the text.

❑ I can provide an objective summary of the text.

❑ I can analyze how particular elements of a story, drama, or poem interact.

❑ I can analyze how the setting shapes the characters or plot.

❑ I can analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

❑ I can determine how the author uses the meaning of words or phrases in a text.

❑ I can determine the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content.

❑ I can use context as a clue to the meaning of a word or phrase.

❑ I can use common, grade-appropriate Greek or Latin affixes and roots as

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relationships among ideas and concepts.

E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E06.E.1.1.5 Establish and maintain a formal style.

E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

❑ **Central Idea**: The main point or underlying message of a text, around which the entire piece is structured.

❑ **Story Development**: The way in which a narrative unfolds, including the introduction, rising action, climax, falling action, and resolution.

❑ **Objective Summary**: A brief, unbiased account of the main points of a text, without personal opinions or interpretations.

❑ **Elements of a Plot**: The components that make up a story's structure, including the exposition, rising action, climax, falling action, and resolution.

❑ **Setting**: The time and place in which a story takes place, including the social, cultural, and historical context.

clues to the meaning of a word.

❑ I can demonstrate understanding of figurative language.

❑ I can interpret figures of speech in context.

❑ I can use word relationships to better understand words.

❑ I can distinguish among the connotations of words with similar denotations.

❑ I can produce complete sentences.

❑ I can recognize and correct inappropriate fragments and run-on sentences.

❑ I can introduce text(s) for the intended audience.

❑ I can state an opinion and/or topic.

❑ I can establish a situation.

❑ I can create an organizational structure in which ideas are logically grouped to support the writer's purpose.

❑ I can develop analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences.

❑ I can demonstrate an understanding of the text(s).

	❑ **Characters**: The individuals who participate in the action of a literary work, including their personalities, motivations, and relationships. ❑ **Points of View**: The perspective from which a story is told, such as first person, second person, or third person (limited or omniscient). ❑ **Narrators**: The voice or character that tells the story, providing perspective and insight into the events and characters. ❑ **Text Structure**: The way a text is organized, including patterns such as cause and effect, compare and contrast, sequence, problem and solution, and description. ❑ **Meaning**: The idea or concept conveyed by a word, phrase,	❑ I can use appropriate transitions to clarify the relationships among ideas and concepts. ❑ I can use precise language and domain-specific vocabulary to inform about or explain the topic. ❑ I can convey the experience and events. ❑ I can establish and maintain a formal style. ❑ I can provide a concluding section that follows from the analysis presented.

sentence, or text, including both literal and figurative interpretations.

❏ **Figurative Language**: Words or phrases used in a non-literal way to create effects, such as metaphors, similes, personification, and hyperbole.

❏ **Connotative/Denotative Meaning**: Denotative meaning is the literal definition of a word, while connotative meaning includes the emotional or cultural associations attached to the word.

❏ **Context**: The surrounding text and circumstances that help clarify the meaning of a word, phrase, or passage.

❏ **Affixes**: Morphemes added to the beginning (prefix) or end (suffix) of a root

word to change its meaning.

❑ **Roots**: The basic part of a word that carries the primary meaning, to which affixes can be added.

❑ **Word Relationships**: Connections between words based on meaning, such as synonyms, antonyms, analogies, and word families.

❑ **Nuances**: Subtle differences or shades of meaning, expression, or tone in words or phrases.

❑ **Analysis vs. Inference**: Analysis involves examining the components of a text to understand its meaning and structure, while inference is the process of drawing conclusions based on evidence and reasoning.

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	❑ **Transitions**: Words or phrases that connect ideas and help guide the reader through the text, such as "however," "therefore," and "meanwhile." ❑ **Formal Style**: Writing that follows conventional grammar rules, avoids colloquial language, and maintains an objective and professional tone.	

Course	7th Grade Reading
Unit Title	Unit 2: Mystery Narrative / Drama

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Standards	Transfer

Standards	Meaning
E07.A-K.1.1.1 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.	**UNDERSTANDINGS** *Students will understand that…* ❏	**ESSENTIAL QUESTIONS** *Students will keep considering…* ❏

	Acquisition	
E07.A-K.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. E07.A-K.1.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). E07.A-K.1.1.4 Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.	*Students will know…* ● **Setting**: The time and place in which the events of a story occur, including the environment and social conditions. ● **Characterization**: The method an author uses to develop characters in a story, including through descriptions, actions, dialogue, and thoughts.	*Students will be skilled at…* ● Understanding main ideas and supporting details. ● Identifying the setting, plot, and characters. ● Inferring meaning from context and subtext. ● Analyzing character traits and motivations. ● Interpreting figurative language and literary devices.

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E07.A-K.1.1.5 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 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

E07.A-C.2.1.2 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-V.4.1.1 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.

E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E07.A-V.4.1.3 Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

- **Metaphor**: A figure of speech that compares two unlike things directly, stating that one thing is another (e.g., "Time is a thief").
- **Simile**: A figure of speech that compares two unlike things using the words "like" or "as" (e.g., "as brave as a lion").
- **Irony**: A literary device where the actual outcome is different from what was expected, often highlighting a contrast between appearance and reality.
- **Symbolism**: The use of symbols to represent ideas or qualities beyond their literal sense (e.g., a dove representing peace).
- **Infer**: To draw a conclusion based on evidence and reasoning rather than from explicit statements.

- Recognizing themes and their development throughout the text.
- Making connections between different parts of the text.
- Comparing and contrasting characters and settings.
- Evaluating the reliability and perspective of the narrator.
- Understanding and using advanced vocabulary words in context.
- Deciphering meaning from prefixes, suffixes, and root words.
- Interpreting the nuances of language and tone.

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E07.A-V.4.1.4 Analyze the impact of a specific word choice on meaning and tone.	**Contrast**: To compare in order to show differences. **Motive**: The reason behind a character's actions or behavior. **Audience**: The intended readers or viewers of a piece of writing or performance. **Character**: An individual in a story, play, or other literary work. **Character Traits**: The qualities, attributes, and personality aspects of a character. **Characterization**: The process by which an author reveals a character's personality, often through direct description, dialogue, and actions. **Conflict**: The struggle between opposing forces in a story, which drives the plot. It can be internal (within a character) or external	

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	(between characters or between a character and an external force).	
	● **Dialogue**: The spoken exchanges between characters in a literary work.	
	● **Event**: An occurrence within a story that moves the plot forward.	
	● **Figurative Language**: Language that uses figures of speech to be more effective, persuasive, and impactful, such as metaphors, similes, and personification.	
	● **Foreshadowing**: A literary device used to give hints or clues about events that will happen later in the story.	
	● **Literary Device**: Techniques used by writers to enhance the meaning, impact, or beauty of their work, such as metaphors,	

similes, irony, and symbolism.

- **Mood**: The atmosphere or emotional feeling created by a literary work, often through descriptive language and setting.
- **Narrative**: A story or account of events or experiences, whether true or fictional.
- **Narrator**: The person or character who tells the story to the audience.
- **Personification**: A figure of speech where non-human objects or abstract concepts are given human characteristics (e.g., "The wind whispered through the trees").
- **Plot**: The sequence of events in a story, typically involving a conflict, climax, and resolution.
- **Point of View**: The perspective from

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	which a story is told, which can be first person, second person, or third person (limited or omniscient). ● **Resolution**: The part of the story where the conflict is resolved and the story comes to a conclusion.	

Course	7th Grade Reading
Unit Title	Unit 3: Poetry

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Context and relevance for student learning

Standards	Transfer
E06.A-C.2.1.2: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text.	Students will be able to independently use their learning to analyze and interpret poetry and other literary forms, appreciating the use of figurative language, structure, and themes

	Meaning

E06.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text.

E06.A-C.3.1.1: Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

E06.A-V.4.1.2: Demonstrate understanding of figurative language, a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.

E06.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and

UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that…	*Students will keep considering…*
• Students will understand how the structure of a poem, including the arrangement of stanzas and lines, contributes to its overall meaning and impact. • Students will understand that authors use figurative and connotative language to add	❑ What can we learn about ourselves and the world through the themes explored in poetry and novels in verse? ❑ How does the structure of a poem or stanza contribute to its meaning and overall impact?

demonstrating an understanding of the text(s).	depth, emotion, and meaning to their texts. ● Students will understand that themes can be explored across different literary genres, and that comparing these genres can provide a deeper understanding of the themes. ❏	

	Acquisition	
	Students will know... **Figurative Language** - Language that uses figures of speech to be more effective, persuasive, and impactful. ● **Simile** - A comparison between two different things using "like" or "as." ● **Metaphor** - A direct comparison between two different things without using "like" or "as."	*Students will be skilled at...* ❏ I can identify and analyze the structure of a poem. ❏ I can identify various types of figurative language, including simile, metaphor, personification, and hyperbole. ❏ I can identify themes in different literary texts and genres. ❏ I can use textual evidence to support my analysis of a text.

	- **Personification** - Giving human characteristics to non-human entities. - **Hyperbole** - An exaggerated statement not meant to be taken literally. **Connotation** - The emotional or cultural meaning attached to a word beyond its literal definition. **Denotation** - The literal or primary meaning of a word, as opposed to the feelings or ideas it suggests. **Theme** - The central idea, message, or insight about life or human nature that is conveyed through a text. **Structure** - The arrangement or organization of a text, including elements such as stanzas, lines, and rhyme schemes in poetry. **Stanza** - A grouped set of lines within a poem,	❑ I can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. ❑ I can determine the meaning of words or phrases, including figurative and connotative meanings, in a text. ❑ I can compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. ❑ I can interpret figurative language in context and explain its impact on the text. ❑ I can develop an analysis using relevant evidence from texts to support my claims, opinions, ideas, and inferences.

often separated by a space from other stanzas.

Line - A single row of words in a poem, which can be a complete thought or a part of a larger idea.

Verse - A single line of poetry, or a group of lines forming a stanza.

Narrative Poem - A type of poem that tells a story, including elements like plot, character, and setting.

Lyric Poem - A type of poem expressing personal thoughts and feelings, often in a musical or emotional way.

Symbolism - The use of symbols to represent ideas or qualities in a text.

Imagery - Descriptive language that appeals to the senses and creates a vivid picture in the reader's mind.

Tone - The author's attitude toward the subject

matter or audience, conveyed through word choice and style.

Mood - The atmosphere or emotional setting created by the text, affecting the reader's emotional response.

Comparative Analysis - The process of comparing two or more texts to identify similarities and differences in themes, styles, or techniques.

Textual Evidence - Specific examples from a text used to support analysis or claims about the text.

Inference - A conclusion drawn from evidence and reasoning rather than from explicit statements in the text.

Context - The circumstances or background information that surrounds a text and influences its meaning.

Course	7th Grade Reading
Unit Title	Unit 4: Informational Text/Memoir

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Context and relevance for student learning

Standards	Transfer
Eligible content aligned with Informational Text Standards: E07.B-K.1.1.1 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. 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. 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). E07.B-C.2.1.1 Determine an author's point of view or purpose in a text and analyze how the author	Information gathered from a first hand account provides context for a historical event.

	Meaning
	UNDERSTANDINGS

| UNDERSTANDINGS
Students will understand that...
❑ Students will learn how to analyze texts thoroughly by citing evidence and drawing conclusions from what they read.
❑ Students will be able to identify the main ideas in a text and understand how they develop, as well as analyze how characters, events, and ideas interact.
❑ Students will understand how authors use language | ESSENTIAL QUESTIONS
Students will keep considering...
❑ How can we analyze texts effectively by citing evidence and drawing conclusions from what we read?

❑ |

distinguishes his or her position from that of others. E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone. E07.B-C.3.1.2 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. E07.B-V.4.1.1 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. a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue	and structure to convey their messages effectively, and they will be able to determine the meanings of words and phrases in context.	

Acquisition	
Students will know...	*Students will be skilled at...*
❑ Cite ❑ Textual evidence ❑ Analysis ❑ Inferences ❑ Conclusions ❑ Generalizations ❑ Central ideas ❑ Objective summary ❑ Point of view ❑ Purpose ❑ Distinguish ❑ Structure ❑ Text features ❑ Figurative Language ❑ Connotative/Denotative Meaning ❑ Technical meanings ❑ Context ❑ Affixes ❑ Roots ❑ Word relationships / nuance	❑ I can cite several pieces of textual evidence to support my analysis of what the text explicitly says. ❑ I can cite textual evidence to support my inferences, conclusions, and generalizations drawn from the text ❑ I can determine two or more central ideas in a text. ❑ I can analyze how these central ideas develop throughout the text. ❑ I can provide an objective summary of the text based on its central ideas.

to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
c. Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E06.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an

- ❑ Interpretation
- ❑ Synonym
- ❑ Antonym
- ❑ Analogy

- ❑ I can analyze how individuals, events, and ideas interact within a text.
- ❑ I can identify how ideas influence individuals or events and how individuals influence ideas or events.
- ❑ I can determine the author's point of view or purpose in a text.
- ❑ I can analyze how the author distinguishes their position from that of others.
- ❑ I can analyze the structure an author uses to organize a text.
- ❑ I can identify how major sections and text features contribute to the whole text.
- ❑ I can analyze how the structure helps in the development of ideas in the text.
- ❑ I can determine how the author uses the meaning of words or phrases in a text.

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

E06.E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E06.E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.

E06.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E06.E.1.1.5 Establish and maintain a formal style.

E06.E.1.1.6 Provide a concluding section that follows from the analysis presented.

❑ I can analyze the impact of specific word choices on the meaning and tone of the text.
❑ I can analyze how multiple authors writing about the same topic present key information differently.
❑ I can identify differences in evidence and interpretations of facts among different authors.
❑ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases.
❑ I can use various strategies, such as context clues and knowledge of Greek or Latin affixes and roots, to understand word meanings.
❑ I can determine the meaning of technical words and phrases used in a text.

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		❑ I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		❑ I can interpret figures of speech in context.
		❑ I can use word relationships to better understand word meanings.
		❑ I can distinguish among the connotations of words with similar denotations.

Course	7th Grade Reading
Unit Title	Unit 5: Reading like a Researcher

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Standards	Transfer
E07.B-K.1.1.1 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.	Students will be able to independently use their learning to critically read and analyze informational texts to gather, evaluate, and synthesize information for research purposes.

	Meaning	
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. 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). E07.B-C.2.1.1 Determine an author's point of view or purpose in a text and and analyze how the author distinguishes his or her position from that of others.	UNDERSTANDINGS *Students will understand that...* ❑ Students will understand that informational texts have specific structures and features that aid in comprehension and research. ❑ Students will understand that evaluating the reliability of sources and synthesizing information from multiple texts is	ESSENTIAL QUESTIONS *Students will keep considering...* ❑ What defines an informational text? ❑ How do text features contribute to understanding, and how can they aid in research? ❑ How are informational texts organized? ❑ How can research questions guide information extraction? ❑ How do different sources contribute to a complete understanding of a topic? ❑ How can we critically evaluate and integrate information into our own understanding?

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E07.B-C.2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas

E07.B-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

E07.B-C.3.1.1 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.

E07.B-C.3.1.2 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.

essential for developing a well-rounded understanding of a topic.
❑ Students will understand that the choice of words, including figurative language and technical terms, significantly impacts the meaning and tone of informational texts.

Acquisition

Students will know…
❑ **Informational Text**: A type of nonfiction written primarily to convey factual information.
❑ **Text Features**: Elements such as headings, subheadings, captions, graphs, and tables that help organize and highlight information in a text.
❑ **Central Idea**: The main point or primary concept

Students will be skilled at…

❑ I can cite several pieces of textual evidence to support my analysis of what the text says explicitly
❑ I can cite several pieces of textual evidence to support inferences, conclusions, and/or generalizations drawn from the text

	that an author wants to communicate to the reader.	❑ I can determine two or more central ideas in a text
	❑ **Summary**: A brief statement or account of the main points of a text.	❑ I can analyze the development of a central idea over the course of the text
	❑ **Inference**: A conclusion reached based on evidence and reasoning.	❑ I can analyze the interactions between individuals, events, and ideas in a text.
	❑ **Explicit Information**: Information that is clearly and directly stated in the text.	❑ I can determine an author's point of view or purpose in a text
	❑ **Implicit Information**: Information that is not directly stated but can be inferred from the text.	❑ I can analyze how the author distinguishes his or her position from that of others.
	❑ **Point of View**: The perspective from which a text is written.	❑ I can analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
	❑ **Purpose**: The reason why an author writes a text, such as to inform, persuade, entertain, or explain.	
	❑ **Structure**: The organization and arrangement of ideas and information in a text.	❑ I can determine how the author uses the meaning of words or phrases, including figurative, connotative,
	❑ **Argument**: A set of reasons or evidence in support of a conclusion.	

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- ❏ **Claim**: A statement or assertion that is open to challenge and that requires support.
- ❏ **Evidence**: Information from the text that supports an analysis, argument, or claim.
- ❏ **Reasoning**: The process of forming conclusions, judgments, or inferences from facts or premises.
- ❏ **Technical Meanings**: Definitions of words or phrases used in a specific field or subject.
- ❏ **Connotative Meanings**: The emotions or associations a word normally arouses in people using, hearing, or reading it.
- ❏ **Figurative Language**: Words or expressions with a meaning that is different from the literal interpretation (e.g., similes, metaphors).
- ❏ **Tone**: The author's attitude toward the subject or audience.

or technical meanings, in a text
- ❏ I can analyze the impact of a specific word choice on meaning and tone.
- ❏ I can trace and evaluate the argument and specific claims in a text.
- ❏ I can assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- ❏ I can 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.
- ❏ I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content,

	❏ **Synonym**: A word or phrase that means exactly or nearly the same as another word or phrase in the same language. ❏ **Antonym**: A word opposite in meaning to another. ❏ **Analogy**: A comparison between two things, typically for the purpose of explanation or clarification. ❏ **Denotation**: The literal or primary meaning of a word. ❏ **Nuance**: A subtle difference or distinction in expression, meaning, or response. ❏ **Allusion**: An indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance. ❏ **Textual Evidence**: Quotations, summaries, or paraphrases from text to support a position or analysis.	choosing flexibly from a range of strategies. ❏ I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Course	7th Grade Reading
Unit Title	Unit 6: Realistic Fiction

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Standards	Transfer
E07.A-K.1.1.1 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 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. E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds	Students will independently use their learning to read and analyze various types of literature, participate effectively in literature circles, and communicate their understanding through discussions and presentations.

	Meaning
	UNDERSTANDINGS *Students will understand that…* ❏ Analyzing textual evidence helps to support a deeper understanding of what the text explicitly says and the inferences that can be drawn. ❏ Identifying themes and central ideas, and understanding their development, enriches comprehension and appreciation of literature. ❏ Understanding the interaction of story	ESSENTIAL QUESTIONS *Students will keep considering…* ❏ How does citing textual evidence support our understanding and analysis of a text? ❏ In what ways do themes and central ideas develop throughout a text? ❏ How do different elements of a story (characters, plot, setting) interact to create meaning? ❏ How does the author's use of figurative language and word choice impact the

(e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
E07.A-V.4.1.1 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.
    a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better
	elements (character, plot, setting) and the use of figurative language enhances the ability to interpret and enjoy complex texts.	reader's interpretation of a text?

Acquisition	
Students will know... ❑ **Textual evidence** - Specific details or direct quotations from a text that support an analysis, inference, or claim. ❑ **Support** - To provide evidence or reasons that back up a statement, analysis, or conclusion. ❑ **Analysis** - A detailed examination of elements or structure of a text, often to discuss its meaning or significance. ❑ **Explicitly** - Clearly and directly stated in the text, leaving no room for confusion or interpretation. ❑ **Inferences** - Logical guesses or conclusions drawn from evidence	*Students will be skilled at...* ❑ I can cite several pieces of textual evidence. ❑ I can support my analysis of a text with evidence. ❑ I can draw inferences from a text. ❑ I can make conclusions based on textual evidence. ❑ I can make generalizations based on textual evidence. ❑ I can determine the theme of a text. ❑ I can identify the central idea of a text. ❑ I can analyze the development of a theme over the course of a text.

understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E06.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

and reasoning rather than from explicit statements.

❑ **Conclusions** - Summaries of judgment or decisions reached after considering textual evidence and analysis.

❑ **Generalizations** - Broad statements or principles derived from specific instances or examples in a text.

❑ **Determine** - To figure out or establish something through reasoning or analysis.

❑ **Theme** - The central topic, subject, or message that runs throughout a text.

❑ **Central idea** - The main point or underlying message of a text.

❑ **Development** - The process by which a theme or central idea grows and becomes more detailed or complex over the course of a text.

❑ I can provide an objective summary of a text.

❑ I can analyze how setting shapes characters.

❑ I can analyze how the setting shapes the plot.

❑ I can describe how characters interact with each other.

❑ I can describe how characters influence the plot.

❑ I can determine the point of view in a text.

❑ I can analyze how an author contrasts points of view.

❑ I can determine the meaning of words and phrases in a text.

❑ I can analyze the impact of figurative language.

❑ I can analyze the impact of rhymes and repetitions of sounds in poetry and prose.

❑ I can determine the meaning of unknown

	❏ **Objective summary** - A brief restatement of the main points of a text that does not include personal opinions or interpretations. ❏ **Elements** - Components or parts of a story, drama, or poem, such as setting, characters, and plot. ❏ **Interact** - The way in which different elements of a text influence or affect each other. ❏ **Setting** - The time and place in which a story takes place. ❏ **Characters** - The individuals who participate in the action of a story, drama, or poem. ❏ **Plot** - The sequence of events that make up a story. ❏ **Author** - The writer of a text. ❏ **Points of view** - The perspectives from which a story is told, including the narrator's or characters' viewpoints.	words using context clues. ❏ I can clarify the meaning of multiple-meaning words. ❏ I can use Greek or Latin roots to understand new words. ❏ I can interpret figures of speech in context. ❏ I can analyze word relationships (synonyms, antonyms, analogies). ❏ I can distinguish among the connotations of words with similar definitions. ❏ I can produce complete sentences. ❏ I can recognize fragments. ❏ I can correct run-on sentences. ❏ I can develop an analysis using relevant evidence. ❏ I can state an opinion and support it with evidence.

STAGE 1 | DESIRED RESULTS
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	❏ **Narrators** - The voice or character that tells the story to the audience. ❏ **Meaning** - The definition or significance of a word, phrase, or text. ❏ **Figurative language** - Language that uses figures of speech, such as metaphors, similes, and personification, to create more interesting or vivid expressions. ❏ **Connotative meanings** - The emotional or cultural associations that a word carries beyond its literal meaning. ❏ **Impact** - The effect or influence that something has on another element or the overall text. ❏ **Story** - A narrative, either true or fictional, designed to interest, amuse, or instruct the reader or listener. ❏ **Drama** - A genre of literature intended to be performed by actors on a stage.	❏ I can use appropriate transitions in my writing. ❏ I can use precise language in my writing. ❏ I can maintain a formal style in my writing. ❏ I can write a conclusion that follows from my analysis.

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

	❑ **Clarify** - To make something clear or easier to understand by providing more detail or explanation. ❑ **Unknown words** - Words whose meanings are not known or understood by the reader. ❑ **Multiple-meaning words** - Words that have more than one meaning depending on how they are used in a sentence or context. ❑ **Context** - The surrounding words, sentences, or paragraphs that help explain the meaning of a word or phrase. ❑ **Word's position** - The placement of a word in a sentence, which can affect its meaning and function. ❑ **Function** - The role or job that a word or phrase plays in a sentence. ❑ **Greek affixes** - Prefixes or suffixes derived from	

	the Greek language that are added to words to change their meaning. ❑ **Latin affixes** - Prefixes or suffixes derived from the Latin language that are added to words to change their meaning. ❑ **Roots** - The base part of a word that gives it its core meaning. ❑ **Word relationships** - The connections or associations between words based on meaning or use. ❑ **Nuances** - Subtle differences or shades of meaning, expression, or sound. ❑ **Interpret** - To explain the meaning of something, often by making connections to other ideas or texts. ❑ **Figures of speech** - Expressions that are not meant to be taken literally, such as metaphors, similes, and personification.	

❏ **Allusions** - References to well-known people, events, or works of literature within a text.

❏ **Synonym** - A word that has the same or nearly the same meaning as another word.

❏ **Antonym** - A word that has the opposite meaning of another word.

❏ **Analogy** - A comparison between two things that are alike in some way, often used to help explain something or make it clearer.

❏ **Connotations** - The emotional or cultural meanings associated with a word, beyond its dictionary definition.

❏ **Denotations** - The literal or primary meanings of words, as found in a dictionary.