

**Unit Goals-Stage 1**

Stage 1 of the Understanding by Design approach defines what students should know, understand, and be able to do at the culmination of the unit. It challenges teachers to ask the question, “What is worthy of understanding?” or “What enduring understandings are desired?” These questions help to guide conversations about the important knowledge (facts, concepts, principles) and skills (processes, strategies, methods) that students need to master to develop the requisite understanding

**Unit Description: Turning Points:** In this unit, students will examine various literary and informational texts and how life can change in an instant. They will also examine the elements of explanatory text in order to craft a written explanatory and present an explanatory essay in the form of a multi-media presentation during different performance tasks. Ultimately during all of the reading, writing, speaking, and listening tasks, students will consider how sometimes an event or experience can change someone’s life in an instant.

**Transfer Goals: SBAC Claims**

Students will be able to independently use their learning to...

1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text. (Claim 1)
2. Students can produce effective writing for a range of purposes and audiences. (Claim 2)
3. Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim 3)
4. Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. (Claim 4)

**Making Meaning**

**UNDERSTANDINGS**

*Students will understand that...*

**Thematic Understanding:**

1. Sometimes and experience can change someone’s life in an instant.

**Reading Understanding:**

1. Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within text.
2. An effective story can engage the reader through conflicts, dilemmas, mysteries, or obstacles.

**Writing Understanding:**

1. Audience and purpose influence a writer’s choice of organizational pattern, language, and literary technique to elicit an intended response from the reader.
2. Writers are intentional in their style, structure, and words.

**Language Understanding:**

1. Proper use of conventions brings greater clarity and sophistication to writing

**ESSENTIAL QUESTIONS:**

*Students will keep considering...*

**Unit Essential Question:**

What can cause a sudden change in someone’s life?

**Whole Class Learning: (Performance Writing Task)**

How does Scrooge’s character transform over the course of the play?

**Small Group learning: (Performance Task: Speaking and Listening Focus)**

How are the turning points in the selections similar to and different from each other?

**Performance-Based Assessment Part 1: (On- Demand)**

What can cause a significant change in someone’s life?

**Acquisition**

**KNOWLEDGE**

*Students will know...*

1. Dialogue in drama (page 261) **RL 7.3 & RL 7.5**
2. Latin prefix: mal ( page 262) **L 7.4**
3. Subject-verb agreement ( page 263) **L 7.1**
4. **Text Structure: Stage directions** ( page 293) **RL 7.3 & RL 7.5**
5. Greek prefix: para (page 294) **L 7.4**
6. Sentence Structure ( page 295) **L 7.1b**
7. Elements of a cause and effect essay ( pages 304-309)  
**RL 7.7 & W 7.2**
8. Elements of a short story: plot (page 321) **RL 7.3**
9. Prepositions and prepositional phrases ( page 322) **L 7.1a**
10. Prefix: en- ( page 328) **L 7.4**
11. Reflective Writing (page 329) **RI 7.2 & RI 7.3**
12. Appositives and appositive phrases (page 330) **L 7.1a**

**SKILLS**

*Students will be skilled at (Do)...*

1. Analyzing examples of dialogue and how it impacts the drama.
2. Defining words that contain the prefix: mal-
3. Identifying subject- verb agreement
4. Analyzing stage directions from a playwright.
5. Defining words that contain the prefix: - para.
6. Identifying sentence structures and labeling them.
7. Writing a cause and effect essay.
8. Identifying elements of plot in short story.
9. Identifying examples of prepositions and prepositional phrases.
10. Defining words that contain the prefix: - en.
11. Analyzing interactions in a memoir.
12. Identifying examples of appositives and appositive phrases in the selection.

**Grade Level Standards – Stage 1**

**Standards build from one unit to the next. Once a standard has been addressed in a unit, it may appear in subsequent units on any assessment.**

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Reading	Writing	Speaking & Listening	Language
<p><b>Standards that are in bold are assessed on End of Unit Assessment</b></p> <p style="text-align: center;"><b>Literature</b></p> <p>RL 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL 7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plot).</b></p> <p>RL 7.4 Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions 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><b>RL 7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</b></p> <p>RL 7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media 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 grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p style="text-align: center;"><b>Informational</b></p> <p>RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI 7.2 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.</b></p> <p><b>RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how</b></p>	<p><b>Standards that are in bold are assessed on End of Unit Assessment</b></p> <p style="text-align: center;"><b>Text Types and Purposes</b></p> <p><b>7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p><b>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</b></p> <p><b>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b></p> <p><b>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>e. Establish and maintain a formal style.</b></p> <p><b>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</b></p> <p style="text-align: center;"><b>Production and Distribution of Writing.</b></p> <p>W7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p style="text-align: center;"><b>Comprehension &amp; Collaboration</b></p> <p>SL 7.1 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.</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, 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>SL 7.4 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.</p> <p>SL7. 5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>Standards that are in bold are assessed on End of Unit Assessment</b></p> <p><b>L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p><b>a. Explain the function of phrases and clauses in general and their function in specific sentences.</b></p> <p><b>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b></p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old [,] green shirt</i>).</p> <p>b. Spell correctly.</p> <p>L7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p> <p><b>L7.4 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.</b></p> <p><b>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></p> <p><b>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>).</b></p>

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Reading	Writing	Speaking & Listening	Language
<p>ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI.7.10</b> 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.</p>	<p>W.7.8 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.</p> <p>7.10: 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.</p>		<p><b>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.</b></p> <p><b>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).</b></p> <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>L.7.6 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.</p>

**CCSS Standards Link:**

<http://www.corestandards.org/ELA-Literacy/>

**Evidence of Learning – Stage 2**

*Stage 2 of the Understanding by Design approach answers the questions, “How will we know if students have achieved the desired results and met the standards?” and “What will we accept as evidence of student understanding and proficiency?” Having a balance of formative and summative assessments helps to build a comprehensive portrait of student learning. Formative assessments serve as “assessments FOR learning,” giving the teacher information about students along the way, while summative assessments serve as “assessments OF learning,” helping to gauge final levels of mastery or proficiency.*

Evaluative Criteria	Assessment Evidence	Standards Assessed
<p><i>Student performance will be evaluated in terms of his/her ability to...</i> <i>See Student Reading and Writing Portfolio for Writing Rubrics:</i></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><u>Performance Task – Writing Focus</u></b> Explanatory Essay (pp. 304-309) <b>How does Scrooge’s character transform over the course of the play?</b> Teacher Guided Process Paper</p>	<ul style="list-style-type: none"> <li>• W 7.2 a-f</li> <li>• W 7.4 and W 7.5</li> </ul>
<ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative conversations</li> <li>• Present claims and findings</li> <li>• Include multimedia components and visual displays</li> </ul>	<p><b><u>Performance Task - Speaking and Listening Task 1:</u></b> Explanatory Essay in the form of a multimedia presentation ( pp. 340-341) <b>How are the turning points in the selections similar to and different from each other?</b> Teacher Facilitated Small-Group Presentation</p>	<ul style="list-style-type: none"> <li>• SL 7.1</li> <li>• SL 7.4</li> <li>• SL 7.5</li> </ul>
<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><u>Performance-Based Assessment, Part 1:</u></b> Writing to Sources: explanatory essay (pp.348-349) <b>What can cause a significant change in someone’s life?</b></p>	<ul style="list-style-type: none"> <li>• W 7.2 a-f</li> <li>• W 7.4</li> <li>• W 7.5</li> </ul>
<ul style="list-style-type: none"> <li>• Cite strong textual evidence to support analysis, reflections, and research.</li> <li>• Write arguments to support claims with clear reasons and relevant evidence</li> </ul>	<p><b><u>Interim Unit Assessment:</u></b> Unit 3 Assessment ( accessible in the Digital Tools to print out or to have students take online)</p>	<ul style="list-style-type: none"> <li>• RL7.3, 5</li> <li>• RI7.2,3,10</li> <li>• W7.2, 8</li> <li>• L7.1,a,b 4a,b</li> </ul>

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Evaluative Criteria	Other Evidence – may also be used formatively
<ul style="list-style-type: none"> <li>Analyze dialogue</li> <li>Analyze stage directions</li> <li>Analyze elements of a short story: plot</li> <li>Analyze interactions in a text???</li> </ul>	<p><b>Analyze Craft and Structure (pp. 261,293,321, 329)</b></p>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Constructed Responses: Students will 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 i.e. Writing to Sources, Writing to Compare, Research, Quick Writes, Summary Writing, etc.</p>
<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	<p>Close Reading Techniques: Annotations, Comprehension Questions, Analyze the Text Questions, Close Read the Text Responses</p>
<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</li> </ul>	<p>Concept Vocabulary</p>
<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</li> </ul>	<p>Conventions Activities</p>
<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says.</li> </ul>	<p>Selection Tests (available in the Digital Tools to print out or to have students take online)</p>
<ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative conversations</li> <li>Present claims and findings</li> <li>Include multimedia components and visual displays</li> </ul>	<p><u>Speaking and Listening Task 2:</u> Performance-Based Assessment, Part 2</p>
<ul style="list-style-type: none"> <li>Come to discussions prepared, referring to evidence on the topic and building on others’ ideas; poses and responds to specific questions with elaboration and detail.</li> </ul>	<p>Speaking and Listening – Collaborative Discussions Students are demonstrating accurate knowledge and speaking effectively about the topic. The teacher is actively participating in the discussions, observing, redirecting, and collecting evidence of students’ understanding of what is being discussed.</p>