

Course Title	7th Grade English Language Arts	Unit Title	Extraordinary in the Ordinary
Grade Level	7th Grade	Pacing	Quarter 1/ Days 1-45
Stage 1: Identify Desired Results			
By the end of this unit, what should students know, understand, and be able to do?			
Content Standards	NCDPI Unpacking Document and Vertical Standards Map		
*All effective classroom instruction will include Standards 1 and 10 throughout the unit and daily lessons.			
READING LITERATURE			
RL7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RL 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.			
RL7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
RL7.10: 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.			
READING INFORMATIONAL TEXT			
RI7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			
RI7.2: 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.			
RI7.3: Analyze the interactions between individuals, events, and ideas in a text.			
RI7.10 - 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			
W7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.			

CCSS.ELA-LITERACY.W.7.3.A

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-LITERACY.W.7.3.B

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.7.3.C

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-LITERACY.W.7.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-LITERACY.W.7.3.E

Provide a conclusion that follows from and reflects on the narrated experiences or events.

W7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W7.5: 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 [here](#).)

SPEAKING AND LISTENING

SL7.1: 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.

SL7.2: 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.

LANGUAGE

L7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p style="text-align: center;">Understandings Students will understand that...</p>	<p style="text-align: center;">Essential Questions</p>
<p>Theme-based understandings:</p> <ul style="list-style-type: none"> ● The connotation and denotation between ordinary and extraordinary and the difference between the two ● Experiences and/or choices can transform the ordinary into something extraordinary <p>Content-based understandings:</p> <ul style="list-style-type: none"> ● Ideas, individuals, and events interact to develop central ideas, themes, purpose, and meaning. RL7.2, RI7.2 ● Authors develop theme over the course of a story, as characters react to events in the plot, interactions with other characters, the setting, and the conflict. RL7.2, RL7.3 ● An objective summary collects information about the author’s central idea and supporting evidence, without bias or opinion. RI7.2 ● An effective narrative develops a story by using a clear point of view, carefully selected words, relevant descriptive details, and a well-structured sequencing of events. W 7.3 A-E ● The use of conventional grammatical structure is important if readers are to comprehend an author’s writing. W 7.4, L7.1, L 7.2 ● The writing process is essential for producing polished writing products. W7.5 ● Discussion in many different formats leads to learning. SL 7.1 ● Even when we are listening to a person speak, we should be able to identify their central idea and supporting details. SL7.2 	<p>Theme-based questions:</p> <ul style="list-style-type: none"> ● What is the difference between the ordinary and the extraordinary? ● What makes an experience extraordinary? ● What qualities of a person’s life distinguish an individual as extraordinary? ● What makes our world extraordinary? <p>Content-based questions:</p> <ul style="list-style-type: none"> ● How does an author develop a theme over the course of a story? RL 7.2 ● How do I determine the central idea of a text? RI 7.2 ● How can the writing process help me to write an effective narrative that engages my reader with relevant descriptive details, carefully selected words, and a well-structured sequencing of events? W7.5 ● What elements do I need to include in an objective summary? RL 7.2, RI 7.2
<p style="text-align: center;">Knowledge Students will know...</p>	<p style="text-align: center;">Skills Students will be able to...</p>
<ul style="list-style-type: none"> ❑ Theme is developed over the course of a text through specific details RL 7.2, RL 7.3 ❑ An objective summary includes a claim about central idea and supporting details, without bias or opinion. RI 7.2 ❑ A well-organized essay follows the writing process and establishes a clear point of view W 7.3, W7.5 ❑ A paragraph states a clear claim and is supported with textual evidence. W7.1 ❑ Denotation and connotation of the words “ordinary” and “extraordinary.” L7.5 	<p>DETERMINE: <i>ascertain or establish as a result of research</i></p> <ul style="list-style-type: none"> ➤ the theme and/or central idea of a text <p>IDENTIFY: <i>establish or indicate who or what (someone or something) is</i></p> <ul style="list-style-type: none"> ➤ several pieces of textual evidence to support an analysis or inference <p>ANALYZE: <i>examine methodically or in detail</i></p> <ul style="list-style-type: none"> ➤ the theme and /or central idea and its development over the course of the text. ➤ particular elements of a story and their interaction that creates the overall meaning of a text. <p>CREATE: <i>Demonstrates a distinct style, use ingenuity, explain the innovation process, and show a personal touch when shaping ideas into a</i></p>

product appropriate for the purpose.

- a personal narrative that develops the story by using effective technique, relevant descriptive details, and well-structured event sequences.
- an objective summary of a text in a cohesive paragraph, using textual evidence

APPLY *to use for or assign to a specific purpose*

- reflect on the theme of ordinary vs. extraordinary through short in-class writing pieces and collaborative discussions that build on the ideas of others.
- commands and conventions of grammar to include: capitalization, punctuation, and spelling.

Stage 2: Assessment Evidence

What collection of assessments will PROVE that students have learned everything described in Stage 1?

Performance Task or Project-Based Learning

Differentiated Performance Task: Narrative Writing

Part 1: Reading and Annotation

Students will read the narrative “My First Free Summer” (see below pages numbers in Prentice Hall textbook) and fill out the, “Impact of Author’s Choice” graphic organizer (modified from the 11.3/12.3 page in *A Commonsense Guide for Teaching Common Core Literacy*) based on the text. This will allow students to identify the various elements that they will eventually include in their narratives. Students have used this organizer repeatedly throughout the unit to analyze the composition of stories and narratives that they have read and should be familiar with how to use it.

“My First Free Summer” by: Julia Alvarez (Prentice Hall P118 OR Prentice Hall Common Core P132)

Assessment: [Page 1](#) [Page 2](#) [Pages 3 and 4](#) [Answer Key](#)

Part 2: “Speed-Interview”

Students will interview at least four classmates in which they will retell what happened to them yesterday. During the interview time, the listener will help the speaker pinpoint the different “extraordinary” aspects of their day. For example, a student thinks that going to school and then swim practice is ordinary, but another student may think going to school all day and then swimming for hours is extraordinary. The intention is for students to realize the “extraordinary” parts of their day through collaborative discussions during the interview process. Here are some guiding questions:

- How did your day start? How did your day end?
- What is one thing that stood out to you yesterday?
- What was one good thing about yesterday? What was one bad thing about yesterday?
- Did you experience something that made you happy or sad?

Narrative: Students will write a narrative that focuses on the extraordinary part of an ordinary day. Students should use the “Interaction of Story Elements” graphic organizer that they have used to evaluate narratives to plan their own narratives. A complete narrative should:

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence

that unfolds naturally and logically.

2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
4. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
5. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Part 3: Reflection/Review

Students will exchange their narratives with a peer and identify the narrative elements in each other's narrative, using the "Interaction of Story Elements" graphic organizer that they have used to evaluate narratives throughout the unit. Students should take this feedback and further revise their own narrative

Teachers can differentiate as needed. Refer to [7th Grade Writing Continuum](#).

Grading Rubric

Grading Rubric Student Version

Cumulative Project: Rolling Knowledge and Rolling Vocabulary

As students work throughout this unit, they should keep a [Rolling Knowledge Journal](#) and/or [Rolling Vocabulary "Sensational Six" List](#). These activities should be completed and updated after reading each resource in the text set. The purpose of these activities is to capture knowledge building from one resources to the next, and to provide a holistic snapshot of central ideas of the content covered in the unit. It is recommended that students are **required** to complete one of the Cumulative Activities (*Rolling Knowledge Journal* or *Rolling Vocabulary*) for this unit. (activities adapted from *Achieve the Core*).

Other Evidence (Formal, Informal, Formative, Summative, Diagnostic, etc.)

- Students will complete an end of unit assessment to measure progress towards meeting unit standards. ([Unit Assessment](#))
- Students will complete a mid-unit assessment; they will read a short story and will complete [a graphic organizer summative assessment](#) that measures mastery of standards RL 7.2 and RL 7.3.
- [Learning Worth Remembering: Quiz Maker, A Picture of Knowledge and Wondering Activities](#). The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource.
- Here are some [Formative Assessments ideas](#) you may want to use with individual texts: Outline in Reverse; A Picture is Worth a Thousand Words; Four Corners; Interim Reports; Freyer Model; The Important Book; Take A Stand
- Students will view Ted Talks and other speeches to practice identifying central idea in an oral presentation.
- Students will write a variety of responses to both literary and informational texts while utilizing a variety of formats such as graphic organizers, journals, quick writes, and exit tickets.
- Students will participate in a variety of different discussion formats, including pairs, small groups, and full group discussions.
- Students will engage in the writing process to produce a narrative. In this writing task, students will apply their knowledge of narrative techniques and word choice in order to write about an ordinary day that turn out to be an extraordinary.
- Students will practice revision in their daily writing work.

Stage 3: Learning Plan, Experiences, and Instruction

What collection of experiences and instruction will help students learn the essentials that are outlined in Stage 1 and master the assessments described in Stage 2?

Be sure to identify [the shifts](#) and the [WHERE TO](#) elements.

Notes for Teachers:

What is a Text Set?: A text set is a collection of related texts organized around a topic or line of inquiry.

A text set includes information in many modalities, including print, audio, visual. Examples could be podcasts, news footage, photographs, drawings, artifacts, sculptures, and paintings, including primary sources.

Instructional Sequence

Teachers may choose to complete one or more text sets. All students will need to receive instruction in the “Central Text Set” to provide all students with a basis for conversation. Teachers may choose an additional text set to supplement the foundational set.

Central Text for this Unit: “A Special Gift: The Legacy of Snowflake Bentley” by Barbara Englisham

Text Sets for This Unit:

Extraordinary People

Extraordinary World

[Text Sets & Instructional Sequences can be found here](#)

Adapted from Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development
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