

Course: Reading Workshop	Unit Title: Gary Soto Author Study	Grade Level: 7	SY 13-14 Quarter: 1
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Theme/Essential Questions/Big Ideas

What do the small events of everyday life reveal about the bigger themes of relationships and growing up?
 How do our cultures and environments affect our lives?

Standards and Summative Assessments: *Each standard must have an assessment. A single assessment may measure more than one standard.*

Common Core Standard(s)	Summative Assessment(s):	Criteria for Success
<ul style="list-style-type: none"> • <i>Literature:</i> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). • <i>Informational:</i> 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). 	<p>Character Analysis Social Network Profile</p> <p>The purpose of this activity is to embody a character from a novel. Students will create a Facebook profile reflecting one of the characters in the novel as much as possible. This is not only an exercise in creativity, but in demonstrating the students' knowledge/understanding of the characters, their motives, their relationships and the possible themes encountered in the novel.</p>	<p><u>Appearance</u></p> <ul style="list-style-type: none"> • Product is organized and shows a lot of creative thought and attention to detail. <p><u>Character Analysis:</u></p> <ul style="list-style-type: none"> • Product must include a profile photo or a drawing with a written description of their physical appearance • Profile should reflect their interests, significant plot events, and friends or enemies (Facebook likes, events, friends, groups etc). <p><u>Character Posts to reflect Conflicts:</u></p> <ul style="list-style-type: none"> • Character posts are written in complete sentence(s) posts and detail what the character is feeling and doing at the beginning, middle, and ending of the book. • Character posts reflect the characters' internal and/or external conflicts (There will be five posts total.)

Kalakaua Middle School
 Reading Workshop
 Unit Plan

<ul style="list-style-type: none"> • <i>Literature & Informational</i>: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • <i>Literature & Informational</i>: Determine two or more themes or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 	<p>Write a Compare and Contrast Essay on the similarities and differences in theme and central ideas of two teacher specified Gary Soto short stories. Analyze and discuss the conflicts and interactions of the characters that help to support/develop your analysis and the roles they play.</p>	<ul style="list-style-type: none"> • Clearly and accurately state at least 3 similarities AND 3 differences in theme and central ideas of two teacher specified Gary Soto short stories. • Use multiple relevant and accurate quotations and references to specific parts of the text to support all claims and inferences.
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Learning Activities: Briefly describe the major learning activities students will need to complete in order to meet the criteria for the summative assessments.

Backwards planning is suggested.

Approximate Date(s)	Objective(s)	Learning Activities	Formative Assessment	Materials
9/01/14	Students will be able to compare and contrast two literary works, identifying similarities and differences	Compare and contrast two stories from "Baseball in April"	Venn Diagram	Venn Diagrams, chart paper, markers
9/25/14	Students will be able to identify character traits and use textual evidence to support inferences.	Read and discuss stories and characters	chart/graphic organizer	books, chart paper, graphic organizers
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