Enduring Understandings:

- There is a connection between life and literature.
- Literature is an opportunity to explore life and experiences through a different perspective.
- Conflicts faced by fictional characters are often magnified beyond what is reasonable, but at their core reflect common experiences faced by many readers.

Essential Questions:

- Is literature always an accurate reflection of life?
- How do genres outside of “realistic fiction” connect with their audience in a believable way?
- In what ways has literature brought you to a greater understanding of yourself, your family, your friendships, or your world?
- How do authors develop different points of view in a variety of genres?
- How are your reading choices and genre preferences related to your personality or life experiences?
Critical Content:
- Poetry
  - Structure: Rhyme Scheme, Stanzas, Lines, Syllables, Tone,
  - Literary Devices: Onomatopoeia, Alliteration, Hyperbole, Repetition, Connotation, Denotation, Metaphor, Simile, Personification, Oxymoron
- Juxtaposition
- Point of View
  - Character
  - Narrator
  - First Person, Third Person, Omniscient
- Conflict (character vs. society, character vs. nature, character vs. character, character vs. self, character vs. supernatural)
- Theme

*Opportunity to review from other units as needed.*

Critical Skills:
- Establish a connection between life and literature through directed reading and graphic organizers.
### Established Goals:

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<tr>
<th>Learning Targets</th>
<th>Focused</th>
<th>Assessed</th>
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<tr>
<td>RL.7.6: Analyze how an author develops and contrasts the points of view of different character or narrators in a text.</td>
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<tr>
<td><strong>W.7.3:</strong> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
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<tr>
<td>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.</td>
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<td>b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</td>
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<td>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</td>
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<td>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</td>
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<td>e) Provide a conclusion that follows from and reflects on the narrated experiences or events.</td>
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<td><strong>W.7.1:</strong> Write arguments to support claims with clear reasons and relevant evidence.</td>
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<td>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</td>
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<td>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
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<td>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</td>
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<td>d) Establish and maintain a formal style.</td>
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<td>e) Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<tr>
<td><strong>W.7.6</strong> 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.</td>
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<td><strong>SL.7.3:</strong> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</td>
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<td><strong>L.7.3:</strong> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<td>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</td>
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* **Opportunity to add additional standards as needed to review**
**Option 1: Book Lust**

At the beginning of the unit/trimester, students will, as a class, create a list of common problems, issues, or topics that present challenges to students in middle school or high school. Potential topics include overbearing parents, loss of friendships, bullying, romantic intrigue, etc. Students will sign up for which problem they are interested in exploring, find books related to that topic, and share them with classmates through scheduled book bistros (resources provided below). Students will then submit via a form on Google docs (template provided) a summary and reflection of the book. Teachers will be able to export all the survey results in an excel document, and make it accessible on a classroom webpage for student viewing. This document will mirror Nancy Pearl’s Book Lust series. Students will review the document and select 5 or more books/authors from the list they would be interested in reading and exploring over the summer. In a Word document (or on blank paper) students will record each book’s title, author, and a 2 sentence reminder to themselves on why they want to read the book.

Steps to accomplish this are listed below:

**At beginning of unit:**

- Create list of problems commonly experience by adolescents
- Students sign up for their chosen problem and find a book in which the problem is explored (i.e. the book *Speak* could be used to explore setting boundaries).

**During unit:**

- Students are given two weeks and approximately 40-50 minutes during the week to read their books (it is strongly suggested that increments of reading are no less than 25 minutes). Students will have to read outside of class to finish their book.
- Teachers will present students will author biographies along with sample of the author’s work to practice making connections between an author’s life and what

**Remediation (R) and Extension (E):**

1E: Students can choose more than 1 book to review that applies to their problem.

2E: Students add an author analysis to their book writing.

3E: Students can increase their list of books at the end of the unit from 5 to a higher number that they would like to read over the summer.

4E: Students pick one of the books from their list, read it, and add to the original entry in the document addressing an additional problem or incorporating an author analysis.

1R: Teacher checks reading level of books chosen by student to guarantee comprehension and success.

2R: Teacher holds regular reading conferences with students as they read with written and oral comprehension checks.
they write about, as well as to determine which topics they might be interested in further exploring.
- Students complete a book writing for their chosen novel. *(The document for a book writing can be found in the appendix of this unit.)*
- Students participate in Book Bistros. *(The article for conducting a Book Bistro and useful student handout are included in the appendix of this unit.)*
- Students are shown the Google Form in which they can submit a summary of their book and personal reflection to be compiled in the unit of unit document.

**At end of unit:**

- Students will review the whole document and choose 5 books they would be interested in reading, recording on their own paper the book, author, and a 2 sentence reminder why they wanted to read the book. Suggested time: 1 ½ to 2 class periods.
- The document students create with their Google Doc submissions can be posted in the Media Center, on the school website, and on classroom websites for students to access and use as reference.
- There is the potential to this to be a living document and be added to each year, increasing the diversity of resources, genres, and topic covered.

**Core Standard(s):** W.7.1a-f, RL.7.2
Option 2: Fractured Fairy Tale

Students rewrite a common or favorite fairy tale from the perspective of the antagonist. Stories should maintain the original plot. In cases where the antagonist in a well known fairy tale dies, the student may alter the ending as needed. The overall story should remain intact and should focus on alternate points of view. Possible example to introduce the project include “The True Story of the Three Little Pigs” or a version of Little Red Riding Hood from http://www.pitt.edu/~dash/type0333.html.

Option for individual or group work as desired.

Core Standard(s): RL7.6, W.7.3a-e

2R: Rewrite the ending of a common fairy tale instead of the entire story. Students can ask “what if?” to help create a unique ending.

2E: Have two characters from different fairy tales meet. Students should develop a new conflict and plot independent of either fairy tale. Happily ever after not encouraged.

2E: In cases where the antagonist in a well known fairy tale dies, the student must research an alternate version of the tale from around the world with an alternate ending before rewriting.
# Suggested Learning Experiences with Ideas for Differentiation

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<th>R) = Remediation</th>
<th>E) = Extension</th>
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<td><strong>Revisit short stories or novels from the year and compare the prevalence of different types of conflict and evaluate why certain conflicts occur more than others.</strong> RL.7.6</td>
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<td><strong>At this point in the year students will diligently edit their written assignments for correct grammar usage.</strong> L.7.3</td>
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<td><strong>Students can view author interviews on the Scholastic website and use a graphic organizer to record an author’s reason for writing, either as a whole or a specific book, connecting an author’s life experience with their writing as much as possible.</strong> S.7.3</td>
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<td><strong>While listening to Book Bistros students will evaluate their peer’s presentation for applicability to the subject and their support for their discussion questions. Peer evaluation forms are provided on the Book Bistro Brochure included in the appendix of this unit.</strong> S.7.3</td>
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<td><strong>Students will write a reflection paragraph as part of their Book Writing, clearly explaining how their book relates to the problem they chose as part of their “Book Lust” performance task.</strong> W.7.1</td>
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<td><strong>Students will write paragraphs connecting an author’s life to their written work, exploring a wide variety of authors and poets. Two author analysis worksheets are provided (Julia Alvarez and Langston Hughes) in the appendix section of this unit.</strong> W.7.1</td>
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<td><strong>Students view as a class a teacher selected episode of ABC’s TV series <em>Once Upon a Time</em>, keeping track of the plot and where the fracture in the story occurs.</strong> W.7.3</td>
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<td><strong>Student will create a plot outline of a common fairytale, switching the point of view from the protagonist to the antagonist. Students must maintain the original setting and plot elements (conflict, climax, etc.), only changing the point of view. Students can use a graphic organizer to frame their fractured fairy tale in a “Beginning – Then – Next – Finally” format. See appendix for “Fractured Fairy Tale Story Frame”</strong> W.7.3</td>
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<td>Read and review several versions of the same fairy tale or children’s story, preferably told from different points of view. Students analyze how the stories differ or how they are each unique. The Three Little Pigs, Little Red Riding Hood, Cinderella, and Snow White have a plethora of examples. Option of repeating the task with multiple stories as students develop the skill and gain confidence. Students can also create Venn Diagram with two or three circles comparing the same version of different stories, recording what overlaps between the stories and what is unique to each one. See appendix for Fractured Fairy Tale Venn Diagram.” RL.7.6</td>
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<td>Students will develop familiarity with their Google Cloud account and submit their writing through a form/survey to be compiled in a whole class/team document to be shared with students as a catalogue resource online. The catalogue will be used by students to choose personal reading books based on previously discussed adolescent issues. W.7.6</td>
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**Resources**

**Novels:**

Work with building librarian to develop resources.

**Children’s Books/Fairy Tales**

*The True Story of the Three Little Pigs* by Jon Scieszka and Lane Smith

Different versions of *The Three Little Pigs*:

[http://www.pitt.edu/~dash/type0124.html](http://www.pitt.edu/~dash/type0124.html)

Different versions of *Little Red Riding Hood*

[http://www.pitt.edu/~dash/type0333.html](http://www.pitt.edu/~dash/type0333.html)

Different versions of *Snow White*

[http://www.pitt.edu/~dash/type0709.html](http://www.pitt.edu/~dash/type0709.html)

Different versions of *Cinderella*

[http://www.pitt.edu/~dash/type0510a.html](http://www.pitt.edu/~dash/type0510a.html)

**Nonfiction:**

**Poetry:**

Peruse a list of classic and contemporary poets and poems A-Z along with listening to recorded recitations of well-known poems by famous actors and competition winning students. Biographies and tips for recitation are also included.


Poets.org

[http://www.poets.org/viewall.php/varType/poets](http://www.poets.org/viewall.php/varType/poets)

Another teacher’s poetry website with poet biographies and poems:

[http://www.kyrene.org/schools/brisas/sunda/poets/poet.htm](http://www.kyrene.org/schools/brisas/sunda/poets/poet.htm)

Links to poet biographies:

[http://www.biographyonline.net/poets/index.html](http://www.biographyonline.net/poets/index.html)

**Audio/Visual:**
ABC's *Once Upon a Time*

http://beta.abc.go.com/shows/once-upon-a-time

Scholastic Author Interviews

http://www.scholastic.com/browse/video.jsp

**Other:**

D91 Google Cloud

Idaho Falls Library Teen Blog

http://ifpyoungadult.blogspot.com/2010/06/summer-reading-program.html

**Interactive Book Web** - Type in the title of a book that you enjoyed and this site will find four books similar to it. You can click on one of those four to find four more...it keeps going and going!

http://youarewhatyouread.scholastic.com/kids/booklinks/show/9780545010221

Teen Reads

http://www.teenreads.com/

Book Bistro Research