



## Grade 7- Unit 5 Reading- Exceptionalities

### Unit Focus

Reinforcing reading engagement through self-reflection and inquiry will be an important objective in this unit and the formation of book clubs will help in this endeavor. Throughout the course of the unit, students take responsibility for their own journey of discovery as to what is an exceptionality and what is a disability? Teachers will model and coach effective discourse and digging for a deeper look at exceptionalities within the world of their book club novels. Later, readers observe how exceptionalities affect character’s emotions, actions, and life choices, and teachers will guide students to examine the impact on secondary characters. By the end of the unit, students will internalize the universality of the author’s message as they synthesize all of the texts and experiences they have encountered and explored.

**Reading Skills:** *Analyzing, Alternate Perspectives, Making Connections*

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p><b>Common Core Standards</b>  <i>English Language Arts: 7</i>  <i>919332 Reading Literature</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.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.</li> </ul> <p><i>919342 Reading: Informational Text</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.7.3 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).</li> </ul> <p><i>919364 Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.2 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.</li> </ul> <p><i>CCSS.ELA-LITERACY.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.</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>• CCSS.ELA-LITERACY.SL.7.1.C Pose questions that</li> </ul>	<p>T1 Comprehend and analyze a variety of texts in order to become independent critical thinkers.</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic.</p> <p>T3 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>T4 Comprehend and demonstrate deep understanding of an issue, i.e. analyze data, detect patterns and anomalies in order to determine cause and effect, make inferences, and draw conclusions.</p>		
			MEANING
	<th data-bbox="730 932 1471 970">UNDERSTANDINGS</th> <td data-bbox="1471 932 2163 1412"> <th data-bbox="1471 932 2163 970">ESSENTIAL QUESTIONS</th> </td>	UNDERSTANDINGS	<th data-bbox="1471 932 2163 970">ESSENTIAL QUESTIONS</th>
<p>U1 Readers use text structures and features to understand, question, and interpret text.</p> <p>U2 Critical readers reflect on and question the text, considering different perspectives to examine author's message.</p> <p>U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U4 Club readers work collectively to tackle the work of analyzing and interpreting an author's work based on text evidence.</p> <p>U5 Readers are responsible for making and sticking to plans for reading and coming to conversation prepared with text evidence to</p>	<p>Q1 How can a variety of texts and modalities give me insight into the world of exceptionalities? What is the author trying to make me think?</p> <p>Q2 How and why do club readers focus their conversation and respectfully debate about critical scenes?</p> <p>Q3 Unit Focus: How does an exceptionality affect one's life, and what can I learn from their experiences?</p>		

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

<p>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><b>Student Growth and Development 21st Century Capacities Matrix</b>  <i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>• Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</li> </ul>	<p>support questions and theories.</p> <p>U6 Theme: Readers develop a sense of empathy and understanding by analyzing personal narratives</p> <p>U7 Theme: People with challenges use their exceptionality as a strength to make a positive contribution to the world around them.</p>	
<b>ACQUISITION OF KNOWLEDGE AND SKILL</b>		
<p><i>Global Thinking</i></p> <ul style="list-style-type: none"> <li>• Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</li> </ul>	<p align="center"><b>KNOWLEDGE</b></p> <p>K1 Clubs work cooperatively to create goals and make choices.</p> <p>K2 <u>Vocabulary</u>: Exceptionality, disability, disorder, syndrome, Autism, Aspergers, Obsessive Compulsive Disorder, Tourette's Syndrome, Cerebral Palsy, Muscular Dystrophy, Down's Syndrome, Dyslexia, Dyscalculia, Freidrich's Ataxia, Cystic Fibrosis, Spina Bifida, degenerative, Americans with Disabilities Act, Synesthesia</p>	<p align="center"><b>SKILLS</b></p> <p>S1 Making text to world connections</p> <p>S2 Critiquing the actions of characters based on textual and schematic evidence.</p> <p>S3 Setting goals as a book club and working together to be a productive club</p> <p>S4 Synthesizing actions, feelings, decisions, conflicts, and thoughts of characters</p>