

Grade 7 ELA

UNWRAP A STANDARD: *WHAT DO STUDENTS HAVE TO KNOW AND BE ABLE TO DO?*

Domain: Reading Standards for Literature

Domain Weight: 24% - 31% of AASA assessment items

Where can this be found?
Why do we care?

Standard: 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Arizona Performance Level Descriptors 7.RL.3 (HT, MC, MS, EbSR, GM/GMT, InC, M-TG, SCR)

Emerging (1)	Developing (2)	Proficient (3)	Distinguished (4)
I can identify particular elements of a story or drama (e.g., setting or characters).	I can explain how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	I can analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	I can evaluate the relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact.

Flashback Standard: 6.RL.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Why bother?

Preview Standard: 8.RL.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or probe a decision.

AZ resources for unpacking: 7.RL.3

AASA Item Specifications:

Stimuli Type	Reading Passage	
Content Limits	The item should not be general or overarching questions about the elements of the story. The item may focus on the interaction of two or more story elements. The item should address characterization, including character traits, emotions and motivations.	

Where can these be found? Why do we care?

Task Demand	Common Item Formats
Select textual evidence to support an inference about the interaction of two or more elements in a story.	<ul style="list-style-type: none"> • Multiple Select (MS) • Multiple Choice (MC) • Evidence-based Selected Response (EbSR) • Infinite Choice • Gap Match/ Gap Match Table (GM/GMT) • Match-Table Grid • Hot Text (HT) • Short Constructed Response
Analyze how two or more elements interact in the story.	

Sample AASA Items

Flashback Standard 6.RL.3

Item Number	Strand	Cluster	Content Standard	DOK
10	Reading for Literature	Key Ideas and Details	6.RL.3	3

Where can this be found? How can we use these?

...ils from paragraph 14 of “A Monkey Tail” **most** help develop cter?

14 Monkey wrapped the cakes and took them, leaving the frustrated baker behind. Around a bend in the path, Monkey stopped to rest. He was exceedingly proud of himself. He had a cut on the tip of his tail, but it was a very long tail, and he had enjoyed a delightful day of trickery that had earned him a stack of cakes. Some he would eat; the remainder he would sell in the village.

Sample AASA Items

Flashback Standard 6.RL.3

Item Number	Strand	Cluster	Content Standard	DOK
17	Reading for Literature	Key Ideas and Details	6.RL.3	2

In "Resourceful Mina," when Mina learns there is a prize to be won, she responds by—

- A. coming up with a way to influence someone to help her win
- B. figuring out how to share in the prize no matter who wins
- C. developing a plan for what she will do after she wins the prize
- D. sharing ideas with the person who is most likely to win

Sample AASA Items

7.RL.3

Item Number	Strand	Cluster	Content Standard	DOK
7	Reading for Literature	Key Ideas and Details	7.RL.3	2

The setting in the passage shapes Grace's character by—

- A. giving her an opportunity to help her family
- B. causing her to question whether her family should stay in Texas
- C. highlighting the connection she has to the stores of Dalhart
- D. emphasizing the strength she displays as she learns to adapt

<p>ESSENTIAL KNOWLEDGE/CONCEPTS <i>What Do Students Need to Know/Understand?</i> List the underlined nouns</p> <p>Elements of a Story Setting Character Plot Conflict. Interact Analyze Influence FBS: Episodes Resolution</p>	<p>ESSENTIAL SKILLS <i>What Do Students Need to Be Able to Do?</i> List the circled (or italicized) verbs</p> <p>Identify Explain Analyze Evaluate Explain FBS: Describe</p> <p>DOK LEVEL Level of content complexity rather than content difficulty.</p>
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Why bother? How can we use these?

DOK 1 DOK 2 DOK 3

<p>ESSENTIAL QUESTIONS/TASKS <i>How can we capture student wonder?</i> *Including open-ended and 'second' questions</p> <p>How does the setting shape the character in a story or drama? How might a different setting change the outcome or the story? Critique the effectiveness of the author's use of setting in our story? Create a new story or drama and design the setting to have a specific impact on the characters and plot.</p>	<p>ESSENTIAL VOCABULARY <i>What Do Students Need to Comprehend?</i> List all key vocabulary</p> <p>Main idea Supporting details Setting Character Plot Conflict Elements of a Story Analyze Drama</p>
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LEARNING OBJECTIVES ALIGNED TO THE STANDARD
What are the Learning Intentions and Success Criteria that will guide student progress?

See attached visible learning chart (LISCAZ7.RL.3)

EVIDENCE OF STUDENT MASTERY?
How will we know when they know it?

See attached Diagnostic Quick Check (DFA AZ7.RL.3)

SPECIFIC INSTRUCTIONAL FRAMEWORK?
What will we do to help them know/understand/can do it?
What will we do for students who still don't know it?
What will we do for students who already know it?

See attached Thinking Routines and Small Group Strategies (AZ7.RL.3)

Evidence of Student Mastery?
How will we know when they know it?

Passage 1: Courage in the Struggle: The Civil Rights Movement

This text is provided courtesy of Vanderbilt University: Center of Latin American Studies

In the mid-20th century, the United States witnessed a powerful and transformative movement known as the Civil Rights Movement. This important chapter in history was driven by courageous individuals who stood up against racial injustice, aiming to secure equal rights for African Americans.

One key element that shaped the Civil Rights Movement was the setting. During this time, racial segregation was deeply rooted in the southern states, creating a harsh and unjust environment for African Americans. The setting of segregated schools, buses, and public spaces fueled the determination of brave individuals to challenge these discriminatory practices.

The characters in this historical drama were the heroes of the movement, individuals such as Martin Luther King Jr., Rosa Parks, and Malcolm X. These remarkable figures played pivotal roles in challenging the status quo, using nonviolent protests, speeches, and acts of civil disobedience to advocate for change. Their characters were shaped by their determination, resilience, and unwavering belief in justice, which influenced the plot of the movement.

The plot of the Civil Rights Movement unfolded as a series of events that aimed to dismantle racial segregation and discrimination. Iconic moments, such as the Montgomery Bus Boycott sparked by Rosa Parks' refusal to give up her seat, or the March on Washington where Martin Luther King Jr. delivered his famous "I Have a Dream" speech, were crucial turning points. These events were driven by the characters' actions and interactions with the oppressive setting, showcasing the power of individuals to make a difference.

In analyzing the story of the Civil Rights Movement, students can explore how the characters' responses to the challenging setting propelled the plot forward. Questions like, "How did the setting of segregation impact the characters' decisions?" or "What role did

individuals like Martin Luther King Jr. play in shaping the movement's narrative?" encourage students to think critically about the interplay between setting, characters, and plot.

By studying the Civil Rights Movement, we learn valuable lessons about the importance of courage, resilience, and the potential for positive change. This historical drama serves as an inspiration for all, illustrating how individuals, driven by a common goal, can challenge injustice and pave the way for a more just and equal society.

Item #1: Alignment to ALD 7.RL.3.0 (Flashback to 6.RL.3)

Who were some of the key characters in the Civil Rights Movement?

- A. George Washington and Abraham Lincoln
- B. Rosa Parks and Malcolm X
- C. John F. Kennedy and Lyndon B. Johnson
- D. Susan B. Anthony and Elizabeth Cady Stanton

Why start with the easiest question and increase performance level of each question? How can we use the results?

Item #2: Alignment to ALD 7.RL.3.1

What is the setting of the Civil Rights Movement described in the story?

Circle the box that contains the best answer to the question

Washington D.C.
Civil Rights March

Segregated
schools, buses,
and public spaces
in southern states.

The public
schools of
Tucson, Arizona

African ports used
in the slave trade.

Why simulate a Hot Text item with this standard?

Item #3: Alignment to ALD 7.RL.3.2

Which of the following shows how the setting of racial segregation in the southern states shaped the characters in the Civil Rights Movement?

- A. It made them more determined to challenge discriminatory practices.
- B. It discouraged them from taking any action.
- C. It made them more concerned to the inequality faced by African Americans.
- D. It forced them to conform to the status quo.

Item #4: Alignment to ALD 7.RL.3.3

How did the characters' responses to the challenging setting impact the plot of the Civil Rights Movement?

- A. They had no impact on the plot.
- B. They helped maintain the status quo.
- C. They propelled the plot forward towards positive change.
- D. They caused the movement to lose momentum

Item #5: Alignment to ALD 7.RL.3.3

Formulate an argument about the role of individual leadership in shaping the narrative of the Civil Rights Movement. How did figures like Martin Luther King Jr., Rosa Parks, and Malcolm X influence the direction and success of the movement

Item #6: Alignment to ALD 7.RL.3.4

Draw conclusions about how the character traits of resilience and determination contributed to the success of the movement. In what ways did the determination and resilience of individuals like Martin Luther King Jr. and Rosa Parks impact the overall progress and outcomes of the Civil Rights Movement?

Step 4: Create a *My Personal Goals Chart* for each student to note their progress with each success criteria.

**Charting My Progress Reaching My Personal Goals
Individual Component Version**

ELA 7.RL.3

Learning Intention: I am learning to analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).			
My Success Criteria	?	Why am I learning This?	
I can identify particular elements of a story or drama (e.g., setting or characters).	I'm There On My Way Getting Started	<div style="border: 1px solid black; padding: 10px; display: inline-block;"> Why bother? </div>	
I can explain how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	I'm There On My Way Getting Started		
I can analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	I'm There On My Way Getting Started		
I can evaluate the relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact.	I'm There On My Way Getting Started		
Vocabulary:			
Main Idea	Supporting Details	Paraphrase	Key Details
	Implicit Explicit	Summarize	
ELP:	Standard: AZ 7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).		
What stuck with me? Why is it important to remember? (include any combination of images, numbers, and words)			

Step 5:
Collaboratively determine small group experiences to move each student toward proficiency and beyond.

Guided Group Lesson

Date:

Standard:

Group Members	Emerging	Developing	Proficient	Distinguished

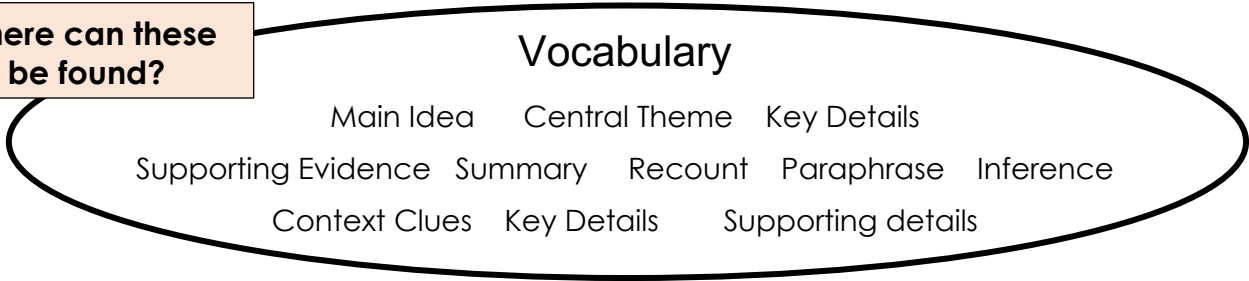
Why individualize each student's progress compared to standards?

Warm-Up:

With your partner, play a game of 'Where Do I Belong'. Match Each main idea with one or more supporting details that support the main idea. Prepare to explain your selections.

Where can these be found?

Vocabulary



Emerging	Developing	Proficient	Distinguished
Lesson focus: Choose a scene from the story and create a dialogue between two characters, showing their personalities and motivations.	Lesson focus: Create a comic strip depicting a scene that exemplifies the interaction between the setting, characters, and plot. Include speech bubbles and captions to explain the significance.	Lesson focus: With your partner, analyze a dialogue scene and explain how it develops the plot.	Lesson focus: You have been hired by a publishing firm to investigate the point of view used in a story and analyze its impact on the narrative structure.

Why plan for data-driven small group instruction?

Aren't we done after providing one small group experience?

Observations: What you notice about your students during small group instruction.	Next Steps: What will you do with these students next? Change groups, repeat, etc.
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Where am I with analyzing how elements of a story interact?

CRITERIA	DISTINGUISHED	PROFICIENT	DEVELOPING	EMERGING
Understanding of Elements	I demonstrated thorough understanding of how specific elements interact to shape the story or drama.	I demonstrated solid understanding of how specific elements interact to shape the story or drama.	I demonstrated partial understanding of how specific elements interact to shape the story or drama.	I demonstrated minimal understanding of how specific elements interact to shape the story or drama.
Analysis of Setting and its Influence	I analyzed the setting's impact on character development and plot progression with detailed and insightful observations.	I analyzed the setting's impact on character development and plot progression with accurate observations.	I provided a basic analysis of the setting's impact on character development and plot progression.	I provided limited analysis of the setting's impact on character development and plot progression.
Connection of Elements to Overall Theme	I articulated clear connections between the analyzed elements and the overall theme of the story or drama, demonstrating profound insight.	I articulated connections between the analyzed elements and the overall theme of the story or drama, demonstrating understanding.	I attempted to articulate connections between the analyzed elements and the overall theme of the story or drama.	I failed to articulate connections between the analyzed elements and the overall theme of the story or drama.
Presentation and Communication of Ideas	I presented ideas coherently and effectively, using appropriate vocabulary and providing strong supporting evidence to enhance understanding.	I presented ideas clearly, using language appropriate to the task and providing sufficient supporting evidence.	I presented ideas with limited clarity, occasionally using inappropriate language and providing insufficient supporting evidence.	I presented ideas in a disorganized and unclear manner, using inappropriate language and lacking supporting evidence.

What are things I know? Explain.	What are my opportunities? Explain.