

Unit Plan: Drawing Connections between Literature and Real Life		Approx dates: 3 lessons	Grade: 7 th grade, special education/alternate assessment
Essential Question or Understanding: How does real life compare to a fiction book we are reading?			
Final Product: A Venn diagram; a letter			
Rationale: It is important that students know how fiction compares to reality, and that topics that they find in fiction books can be researched and explored.			
Common Core Standards CC.7.SL.2 Comprehension and Collaboration: 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. CC.7.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.		IFC Standards (*see aligned assessments below) • States and verifies what is known about the problem or question and makes connections to prior knowledge. #1 • Writes questions independently based on key ideas or areas of focus #1 • Takes notes by paraphrasing or using quotation marks when using someone else’s words #3 • Uses common organizational patterns (chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusions	
Key Lessons deconstructed from CCSS/IFC: <i>Includes specific grammar and punctuation study.</i> Lesson Plans Attached Taking notes as a class on a video (Librarian/Teacher) Taking notes as a class on a book (Teacher) Comparing and Contrasting using a Venn Diagram (Librarian/Teacher) Asking Questions (Librarian)			
Vocabulary to model, embed in conversation, encourage and notice: <i>Include meta-language for students to use to talk about their learning and thinking.</i> Compare Contrast Venn Diagram Overseas Intelligence Foreign/Foreigners Surveillance Espionage Cold War		Resources: <i>Harriet the Spy</i> by Louise Fitzhugh http://www.videojug.com/interview/the-life-of-a-cia-spy-2 Projector/Computer Compilation of class notes	
Pre- and Post-Assessment/Final Product: <i>How will you know your students have learned this?</i> (Assessments will be class based) Class Notes on both the video and the book Venn diagram –students decide where to put individual facts Letter/questions to real CIA spy			
Evaluation: Everything worked very well. The video was fantastic - the speaker was clear and the students were very receptive.		Differentiation strategies: Teachers assist during every step Assessments are done as a class rather than as individuals Video is used rather than text for CIA interview	
Extensions/Follow-up: The unit can be repeated with more individual assessments –each student can complete his/her own Venn diagram.			