

# Grade 7 Unit 4: Show Us

Content Area: **Language Arts**  
Course(s):  
Time Period: **Generic Time Period**  
Length: **6 weeks**  
Status: **Published**

## **Stage 1: Desired Results**

---

Students will be able to independently use their learning to:

Read and discuss chapters of current trade books.

Identify the elements of fiction within the exlempar texts.

Create, composeand publish a short story,

## **Established Goals**

---

Reading: Students will be able to

- identify and analyze the elements of fiction
- identify and analyze elements of fiction in excerpts of the film versions of the novels

Writing: Students will be able to

- compose a comparison/contrast essay
- compose a short narrative

Language: Students will be able to:

- demonstrate command of the conventions of standard english (structure, mechanics, usage)
- clarify the meaning of unknown and multiple-meaning words and phrases

Speaking and Listening: Students will be able to

- engage effectively in a range of collaborative discussions
- support opinions using evidence from the text

## Standards & Indicators

---

|              |  |
|--------------|--|
| LA.7.L.7.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  |
| LA.7.L.7.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.    |
| LA.7.L.7.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| LA.7.RL.7.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above, scaffolding as needed.                                 |
| LA.7.L.7.5.A | Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.   |
| LA.7.W.7.2.E | Establish and maintain a formal style academic style, approach, and form.  |
| LA.7.RL.7.1  | Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| LA.7.W.7.2.F | Provide a concluding statement or section that follows from and supports the information or explanation presented.   |
| LA.7.L.7.5.B | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.   |
| LA.7.RL.7.2  | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.   |
| LA.7.L.7.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).  |
| LA.7.L.7.6   | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LA.7.W.7.1.C | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  |
| LA.7.W.7.1.D | Establish and maintain a formal style/academic style, approach, and form.  |
| LA.7.W.7.1.E | Provide a concluding statement or section that follows from and supports the argument presented.   |
| LA.7.W.7.3.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.                      |
| LA.7.W.7.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  |

|              |   |
|--------------|---|
| LA.7.W.7.2.A | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).                         |
| LA.7.W.7.3.C | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.   |
| LA.7.W.7.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  |
| LA.7.L.7.1.A | Explain the function of phrases and clauses in general and their function in specific sentences.  |
| LA.7.W.7.2.C | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.  |
| LA.7.W.7.3.E | Provide a conclusion that follows from and reflects on the narrated experiences or events.  |
| LA.7.L.7.1.B | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.   |
| LA.7.W.7.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
| LA.7.L.7.1.C | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.   |
| LA.7.L.7.2.A | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).  |
| LA.7.RL.7.3  | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   |
| LA.7.W.7.5   | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  |
| LA.7.W.7.6   | 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.  |
| LA.7.RL.7.4  | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.             |
| LA.7.W.7.7   | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   |
| LA.7.RL.7.5  | Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   |
| LA.7.W.7.1.A | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  |
| LA.7.L.7.3.A | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.   |
| LA.7.RL.7.6  | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   |
| LA.7.W.7.1.B | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  |
| LA.7.W.7.8   | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| LA.7.W.7.9   | Draw evidence from literary or informational texts to support analysis, reflection, and   |

research.

LA.7.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

LA.7.W.7.10

Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.7.L.7.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## **Central Ideas/Enduring Understandings**

---

Writers use a variety of writing techniques to engage readers.

Having a plan will enhance one's writing.

Good stories develop all elements of fiction(setting, character, plot, and narrator's point of view).

Appropriate use of phrases, clauses and conventions can clarify meaning.

## **Essential/Guiding Questions**

---

Essential questions:

- How do writers use the elements of fiction to enhance the reading experience ?
- What strategies do effective writers use to incorporate the elements of fiction?
- What decisions do directors need to make to successfully produce a movie?

Guiding questions:

- What devices do writers use to portray setting?
- How can films interpret a written text to portray the elements of fiction?
- Why are some scenes deleted from a film production that were in the book version?

## **Content - Students will know...**

---

Students will know the four basic elements of fiction (setting, plot/conflict, narrator's point of view, and characterization).

Students will know the essay format.

Students will know how elements of fiction interact.

Students will know how to write a variety of sentences

## **Skills - Students will be skilled at...**

---

- identify elements of fiction in literature.
- use at least three comparison/contrast techniques in an essay.
- cite textual evidence to support analysis of a text.
- use reading signposts to think critically about their reading.
- composing a narrative
- editing a narrative for brevity and effect
- revising and editing their narratives for publication

## **Stage 2: Assessment Evidence**

---

### **Performance Task(s)**

---

- Compare/contrast essay
- narratives

## **Other Evidence**

---

grammar test on commas, apostrophes, and the semi-colon

book report

## **Stage 3: Learning Plan**

---

### **Learning Opportunities/Strategies**

---

comparison of text and film versions of a novel

Notice and Note strategies

read and analyze novels

Modifications and differentiation for students:

with IEPs and identified learning difficulties- graphic organizers with sentence starters for compare and contrast essay, story element graphic organizer, compare and contrast word bank for transition phrases, Grammar Rock video, repeated readings, PowerPoint/Smartboard presentation of Notice and Note strategies in addition to paper copy of notes.

who are ELL- Grammar Rock video with songs and visuals for grammar concepts, review of small chunks of sample essays, teacher conference after writing each paragraph of essay, synonym word bank for essay; technology tools such as online thesaurus, Microsoft grammar and spellcheck for editing, create visualization of setting.

identified as Gifted and Talented- choose an additional literature circle novel and its accompanying movie and identify a clip and passage to be analyzed by the class.

## **Resources**

---

Harry Potter and the Sorcerer's Stone film and novel

The Hunger Games film and novel

The Lightning Thief film and novel

Twilight film and novel

Divergent film and novel

---