

Grade 7 Unit 1: Life Lessons

Content Area: **Language Arts**
Course(s):
Time Period: **Generic Time Period**
Length: **10 weeks**
Status: **Published**

Stage 1: Desired Results

Students will be able to identify and analyze the elements of fiction and then delineate the impact the elements of fiction have on the reader's comprehension of the story and the interaction of the elements of fiction.

Students will be able to write effectively to communicate personal connections, global connections, and thematic understanding of the story.

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Students will be able to perform close readings of fiction and nonfiction for specific purposes: to deepen understanding of the text, to locate evidence to support claims about the text, and to answer questions about the text.

Established Goals

Reading: Students will be able to

- analyze the author's methods for creating the common elements of fiction
- identify the common elements of fiction and analyze how particular elements of the story interact in a range of texts

Writing: Students will be able to

- compose a short analysis of how the elements of fiction interact
- character analysis chart (summer reading)- character pillar with rationale

Speaking and Listening: Students will be able to

- engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Language: Students will be able to

- clarify the meaning of unknown and multiple-meaning words and phrases
- demonstrate command of the standard conventions of English (nouns and pronouns-subjunctive and objective cases)
- differentiate between connotative and denotative meanings

Interdisciplinary / 21st Century Skills Connections: Students will

- identify, recognize, and practice the qualities of good character (SECD)
- make science connections for responsible citizenry regarding the ecology and environment
- use technology to enhance the reading experience and to facilitate the completion of reader's notebooks

Standards & Indicators

LA.7.RL.7.9	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.7.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.
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.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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.L.7.5.B	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
LA.7.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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.SL.7.1.C	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.
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.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
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.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LA.7.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.7.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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.7.2.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.7.2.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.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.L.7.2.B	Spell correctly.
LA.7.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
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.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

Fiction allows us to experience trials and tribulations that we may never have the opportunity to explore in real life.

Many decisions made by characters help shape the readers' opinions of right and wrong.

Societal norms often affect the actions of individuals.

Character can be shaped by the actions of others (real or imagined).

Essential/Guiding Questions

Essential (Overarching) Questions:

- What life lessons can I learn from fiction?
- Does a person's actions determine his/ her character?
- How can society affect the actions of an individual?
- How does setting affect plot, characterization, or theme?

Guiding (Topical) Questions:

- What clues do authors give within a text to help the reader understand a character?
- What would you do? Gauge your actions to those of the characters in the story.
- How do the elements of fiction interact to provide an engaging story?
- How can I demonstrate collaboration effectively?
- How does having prior knowledge affect my comprehension?

Content - Students will know...

Students will know the following elements of fiction: setting, character (protagonist & antagonist), plot/conflict, and narrator's point of view.

Students will know how to differentiate between connotative and denotative meanings of words.

Students will know how to use common Greek or Latin affixes and roots as a clue to the meaning of a word.

Tier 2 Words:

Tier 3 Words: rising action, inciting incident, hyperbole, innuendo, idiom, euphemism, omniscient, oxymoron, theme, and suspense

Skills - Students will be skilled at...

Students will be able to

- incorporate sensory language to capture the action, description, and dialogue in a narrative
- identify & interpret elements of fiction and figurative language in a particular story
- use a variety of sentence structures
- cite textual evidence to support analysis of a text
- use reading signposts to think critically about their reading

Stage 2: Assessment Evidence

Performance Task(s)

- Group Collaboration and Individual Work
- analyze the elements of fiction within a selection of fiction

Other Evidence

- Short Story Tests and Quizzes
- Grammar quizzes
- Academic prompts (mini written responses)
- Reader's Notebooks - (Notice and Note strategies)
- Book Talks
- Literature Circles - rubric

Stage 3: Learning Plan

Learning Opportunities/Strategies

- Notice and Note strategies
- Figurative language analysis and practice
- Read and analyze stories
- Literature discussions and rubrics
- Word Study

Modifications and differentiation for students: all groups will have a variety of Lexile leveled resources available to ensure they are paired with a book or reading material on their individual instructional levels

with IEPs and identified learning difficulties- graphic organizer for narrative writing, frequent writing conferences and partner editing; frequent teacher-reading conferences to monitor understanding; repeated readings of certain passages for fluency; pre-teach high level vocabulary.

who are ELL- view background-building video clips or show Smartboard pictures of the San Francisco earthquake and the Hindenberg; word wall with repeated exposure to vocabulary including games and illustrations; teacher check-in during the writing process; graphic organizers for

essay writing; literature circle conversation starters

identified as Gifted and Talented- after reading *Three Century Woman*, research the baby boomers and make connections demonstrating how government and business have responded to this aging population (rise in assisted living facilities, over-55 communities, pension and social security crises, reverse mortgages, etc.) ; research the Hindenberg disaster and the San Francisco earthquake and compare grandmother's account with the historical facts.

Resources

Notice and Note by Beers and Probst

NJDOE Model Curriculum Unit 1 Assessment

Short Stories: Levels:

- *Rikki-tikki-tavi* by Rudyard Kipling p. 199 Prentice Hall Penguin Edition (1010L)
- *Seventh Grade* by Gary Soto p. 250 Prentice Hall Penguin Edition (730L)
- *Stolen Day* by Sherwood Anderson p. 256 Prentice Hall Penguin Edition (690L)
- *Papa's Parrot* by Cynthia Rylant p.26 Prentice Hall Penguin Edition (770L)
- *All Summer in a Day* by Ray Bradbury p. 92 Prentice Hall Penguin Edition (940L)
- *A Day's Wait* by Ernest Hemingway p.75 Prentice Hall Penguin Edition (900L)
- *Amigo Brothers* by Piri Thomas p. 283 Prentice Hall Penguin Edition (900L)
- *Zoo* by Edward D. Hoch p. 302 Prentice Hall Penguin Edition (1170L)
- *Rain, Rain, Go Away* by Isaac Asimov
- *There Will Come Soft Rains* by Ray Bradbury

Non-fiction offerings:

- *Elements of Literature: Elements of Style*
- *Elements of Literature: Literaty Devices*

- *Elements of Literature: Characters*
- *Elements of Literature: Setting*
- *Elements of Literature: Theme*
- *Elements of Literature: Plot*
- *Arthritis*
- *The Fall of the Hindenburg* p.17 Prentice Hall Penguin Edition
- *Mongoose on the Loose* p. 219 Prentice Hall Penguin Edition

Vocabulary:

Membean
