



English 7

St. Joseph Public Schools

Curriculum

2013 - 2014

# Year at a Glance

Name of Unit	Learning Goals
<b>Unit One:</b> <b>The Big Bang:</b> <b>Introduction to the Big Leagues</b>	<ul style="list-style-type: none"> <li>• Students will be introduced to the complex structure of the English language.</li> <li>• Students will be able to define the value and intentions of the 6 + 1 writing traits.</li> <li>• Students will be able to interpret the literary and emotional intention while recognizing the unique structures and genres of poetry.</li> <li>• Students will identify common elements of story structure.</li> <li>• Students will identify and practice key traits of effective expository writing.</li> </ul>
<b>Unit Two:</b> <b>Fact vs. Fiction:</b> <b>Our Classical Heritage</b> <b>And the Power of Research</b>	<ul style="list-style-type: none"> <li>• Students will memorize the 49 most common prepositions and recognize their function within a sentence.</li> <li>• Students will be able to use research and citation to support a thesis.</li> <li>• Students will acquire and accurately use domain-specific language to demonstrate that they understand the topic of their research.</li> <li>• Students will illustrate their in-depth knowledge of their topic through a formal, 5-paragraph, expository essay.</li> <li>• Students will compose and deliver a speech based on their research and scholarly knowledge.</li> <li>• Students will examine their individual roles in the up-and-coming Battle of the Books through the means of a formal business letter.</li> <li>• Students will evaluate the impact of ancient mythology on modern-day life.</li> <li>• Students will accelerate their use of figurative language in a descriptive essay.</li> </ul>
<b>Unit Three:</b> <b>Medieval Times:</b> <b>Exploring Classic and Modern Literature</b>	<ul style="list-style-type: none"> <li>• Students will develop an understanding of medieval culture and its impact on the people of the time.</li> <li>• Students will experiment with reading a drama with emotion and intensity.</li> <li>• Students will adhere to a thesis statement in persuasive essay.</li> <li>• Students will identify and practice key traits of effective narrative writing.</li> <li>• Students will visually represent key traits of plot analysis via the creation of plot mountains.</li> </ul>

<p><b>Unit Four:</b>  <b>An Author's Craft:</b>  <b>Recognizing the Power of Writing</b></p>	<ul style="list-style-type: none"> <li>• Students will practice self-reflection through a series of expository and narrative writing pieces.</li> <li>• Students will familiarize themselves with the tenor of the nation pertaining to racial relations and the economy during the Great Depression and its impact on the people of the time.</li> <li>• Students will be able to choose correct homophones in their own writing.</li> <li>• Students will be able to synthesize their knowledge of grammar.</li> </ul>
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## Unit 1: The Big Bang: Introduction to the Big Leagues

### Unit overview:

The unit lays the foundation for a 7<sup>th</sup> grade year rich with reading and writing opportunities. After establishing a safe and encouraging classroom community through a variety of “getting to know you” activities, the students and teacher will further develop interpersonal relationships by writing and revising an expository paragraph. Through direct instruction, review, application, and analysis of others’ writing, students will expand their knowledge of literary vocabulary, poetic language, and short story elements. Though continued in Unit 2, students will have their first taste of advanced punctuation and grammar studies. Students will be introduced to the 6 + 1 Writing Traits as the foundation of their 7<sup>th</sup> grade writing.

### Learning Goals:

By the end of this unit, students will be able to:

- Understand the importance of building a classroom community
- Employ a variety of writing strategies to create a cohesive paragraph
- Recognize strengths and weaknesses in writing in relation to the 6 + 1 traits
- Understand plot elements in relationship to a short story
- Interpret both free verse and rhythm poetry
- Illustrate their understanding of poetic language with original pieces
- Apply their knowledge of figurative language by delineating examples
- Apply knowledge of parts of speech with practical application
- Analyze sentence structure with specific regard to prepositions
- Distinguish and apply punctuation and capitalization rules
- Classify and compose the four types of sentences

### Anchor Texts:

- Exemplar writings from *Literature 7* (Holt McDougal), *Write Source*, various periodicals, and other sources

### Time Span: (Length of Unit)

- 9 - 10 weeks

### Assessment: (Methods used for formative and summative)

#### Formative

- Class discussion
- Finding examples of effective writing
- Quick writes
- Teacher observation and feedback
- Revising writing based on feedback

#### Summative

- Developed short writings (poetry, expository)
- Portfolio comprised of writings listed above
- Grammar, short story, and poetry tests/quizzes
- Collaborative work on 6 + 1 Writing Traits packet

### Academic Vocabulary and Word Study:

- Narrative writing (compared to expository and persuasive writing)
- 6 + 1 writing traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Writing Process (pre-writing, drafting, peer or self-assessment, revising, editing, proofreading)
- Fragment
- Transition
- Independent clause
- Dependent clause
- Run-on
- Clincher
- Idiom
- Flashback
- Imagery
- Analogy
- Symbolism
- Allusion
- Cliché
- Hyperbole
- Alliteration
- Onomatopoeia
- Personification
- Simile
- Metaphor
- Voice
- Genre
- Foreshadowing
- Prose
- Free verse
- Rhythm
- Cinquain
- Diamante
- Bio Poem
- Rhyme scheme
- Refrain
- Stanza
- Figurative language
- Mood
- Tone
- Rhyming couplet
- Image
- Meter
- Stressed and unstressed syllables
- Advanced vocabulary in short story (bungalow, mongoose, veranda, etc.)
- Declarative sentence
- Interrogative sentence
- Exclamatory sentence
- Imperative sentence
- Point of view
- Conflict
- Setting
- Character
- Antagonist
- Protagonist
- Theme
- Helping verb
- Linking verb
- Action verb
- Verb tense

- Noun (abstract, concrete, proper, common)
- Interjection
- Conjunction
- Preposition
- Object of the preposition
- Prepositional phrases
- Infinitive
- Pronoun
- Antecedent
- Adjective
- Article
- Adverb
- Comma
- Apostrophe
- Semi-colon
- End punctuation
- Flash drive
- PDF

# Unit 1: The Big Bang: Introduction to the Big Leagues

## Common Core State Standards or Michigan Content Expectations

### Reading: Literature:

- 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.
- 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.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- 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.
- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

### Reading: Informational Texts:

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### Writing:

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Speaking and Listening:**

- 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.
- SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

### **Language:**

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - L.7.1.b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - 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).
  - L.7.2.b. Spell correctly.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening
- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - L.7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

## Unit 2: Fact vs. Fiction: Our Classical Heritage And the Power of Research

### Unit overview:

After completing the grammar overview, Unit 2 will introduce the students to a formal research process. Utilizing the print and online resources in the Upton Media Center and at home, students will practice reading and paraphrasing nonfiction selections in order to support their developed thesis statement on an approved topic. The culmination of this process is a formal, 5-paragraph, expository essay and speech, complete with an MLA works cited page and an optional multi-media presentation. A continuation of formal writing will be applied to a business letter as an introduction to Battle of the Books. Our classical heritage is an additional focus of Unit 2 as we study myths and legends. A more creative type of writing is the focus as students write a descriptive essay. A study of homophones will be interspersed between writing pieces. At the end of this unit, students will take a semester test which will encompass all of the skills taught and practiced throughout the semester, including reading and analyzing literature and nonfiction selections that they have not previously read.

### Learning Goals:

By the end of this unit, students will be able to:

- Recognize and analyze the functions of prepositions
- Distinguish prepositional phrases as valuable pieces of syntax
- Apply knowledge of parts of speech through practice
- Utilize the numerous resources available in the media center
- Gather relevant information from multiple sources; assess their credibility and accuracy; quote or paraphrase data and conclusions of others, avoiding plagiarism; follow a standard format (MLA) for citation
- Analyze the importance of thesis statements
- Differentiate between fact and opinion
- Arrange research information into logical paragraphs
- Determine an appropriate conclusion to the assigned unsolved mystery, illustrated through a thesis statement and five-paragraph essay
- Effectively analyze the writing of peers in a small-group setting
- Deliver a formal speech pertaining to research with the option of multi-media support
- Determine characteristics of different genres of traditional stories
- Relate myths to explanations of real-life occurrences of ancient people

- Design a descriptive essay with strong ideas, creativity, and organization
- Utilize mature vocabulary and strong word choice to build an essay to best express thoughts to match the purpose of the piece
- Express personal flavor through your writer's voice, and reflect a unique perspective to connect with the reader
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

### Anchor Texts:

- Exemplar writings from *Literature 7* (Holt McDougal), *Write Source*, various periodicals, and other sources
- Outside text for mythology and unsolved mysteries research

### Time Span: (Length of Unit)

- 9 - 10 weeks

### Assessment: (Methods used for formative and summative)

#### Formative

- Class discussion
- Exploring examples of effective writing
- Teacher observation and feedback
- Participation in peer editing groups
- Revision of writing based on feedback
- Reading comprehension checks
- Read alouds

#### Summative

- Portfolio comprised of all writings
- Formal and practiced prepared speech
- Reading quizzes (reading checks; reading comprehension with open book)
- Five-paragraph expository research paper demonstrating correct MLA citation and documentation
- Formal business letter
- Comprehensive semester exam

### Academic Vocabulary:

- Scholarly writing
- 6 + 1 writing traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Sources
- Credibility
- Online databases (SIRS, eLibrary, MEL, Worldbook Online, etc.)
- Accuracy
- Plagiarism
- Paraphrasing
- Summarizing
- Direct quote
- Thesis
- Supporting details
- Introduction
- Conclusion
- MLA
- Citation
- Formal style
- Graphic organizer
- Multi-media
- Intonation
- Voice clarity
- Eye-contact
- Tone
- Narration
- Foreshadowing
- Folklore
- Ancient civilizations
- Natural phenomena
- Myth
- Legends
- Personification
- Hero
- Protagonist
- Antagonist
- Vivid verbage
- Adjectives
- Prepositions
- Interjections
- Nouns
- Conjunctions
- Homophones

## Unit 2: Fact vs. Fiction: Our Classical Heritage And the Power of Research

### Common Core State Standards or Michigan Content Expectations

#### Reading: Literature:

- 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.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- RL.7.9. Compare and contrast 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.

#### Reading: Informational Texts:

- RI.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.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- 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).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by

emphasizing different evidence or advancing different interpretations of facts.

- RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Writing:

- W.7.1. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- W.7.1.d. Establish and maintain a formal style.
- W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.7.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.e. Establish and maintain a formal style.
- W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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.

- 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.
- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Speaking and Listening:

- 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.
- 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.
- 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.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Language:

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2.b. Spell correctly.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and



content, choosing flexibly from a range of strategies.

- 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.
- L.7.4.c. Consult general and specialized 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.
- 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).
- L.7.5.a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

## Unit 3: Medieval Times: Exploring Classic and Modern Literature

### Unit overview:

Taking a step back in time, 7<sup>th</sup> graders will study the life, times, and culture of medieval society in the annual Battle of the Books competition. Small group collaboration, critical thinking, and individualized reading efforts are the main focuses of this unit. In addition to the selection of Battle readings, students will be introduced to a brief history of theater prior to reading a drama. A word study coupled with a continued review of grammar helps students connect mechanics with two other writing genres: a persuasive letter and narrative paragraphs.

### Learning Goals:

By the end of this unit, students will be able to:

- Work collaboratively to demonstrate unity and cohesiveness as a team through both academic and creative challenges
- Select and read Battle books based on interest level, genre, and Lexile scores
- Analyze how particular elements and characters of a story interact
- Appraise *King Lexicon* work with a discerning eye in order to edit and organize information
- Link the two accounts of the Black Death and systematically compare and contrast the two literary pieces
- Design a personal coat of arms which promotes a mature vocabulary and sentence syntax
- Experience reading a drama with emotion and intensity
- Examine the history of theater
- Formulate a persuasive letter in which you must justify your reasoning through sound persuasion

### Anchor Text:

- Outside book of choice from a list of selected readings
- Outside text for *Robin Hood* and *King Lexicon*
- *Merriam-Webster School Dictionary*

### Time Span: (Length of Unit)

- 8 weeks

## Assessment: (Methods used for formative and summative)

### Formative

- Class discussion
- In-class note taking
- Teacher observation and feedback
- Participating in peer editing groups
- Revising writing based on feedback
- Exploring examples of effective writing
- Dramatic interpretation

### Summative

- Persuasive and narrative writing pieces with multiple drafts which show revision and editing
- Computer-generated tests for Battle of the Books
- *Robin Hood* test
- Collaborative plot mountain pertaining to assigned Battle book
- Completed coat of arms project (artwork representative of writing)
- Ongoing portfolio comprised of writings

### Academic Vocabulary:

- 6 + 1 writing traits (idea, word choice, voice, sentence fluency, organization, conventions, presentation)
- Rubric
- Thesis
- Introduction
- Conclusion
- Drama
- Act
- Scene
- Play
- Playwright
- Stage directions
- Narration
- Script
- Dialogue
- Monologue
- Foreshadowing
- Genre
- Lexile score
- Plot mountain
- Plot
- Exposition
- Inciting incident
- Rising action
- Climax
- Conflict



- Falling action
- Denouement (resolution)
- Setting
- Character
- Antagonist
- Protagonist
- Theme
- Point of view
- Persuasive writing
- Narrative writing
- Expository writing
- Coat of Arms
- Sentence syntax
- Noun
- Verb
- Adjective
- Adverb
- Preposition
- Conjunction
- Pronoun
- Interjection
- Critical thinking
- Collaboration
- Compare/Contrast
- Lexicon
- Flashback
- Framework story

## Unit 3: Medieval Times: Exploring Classic and Modern Literature

### Common Core State Standards or Michigan Content Expectations

#### Reading: Literature:

- 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.
- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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).
- RL.7.9. Compare and contrast 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.

#### Reading: Informational Texts:

- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

#### Writing:

- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1.a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- 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.
- W.7.1.c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

- W.7.1.d. Establish and maintain a formal style.
- W.7.1.e. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.7.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- 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.
- W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.7.3.e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### **Speaking and Listening:**

- SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

#### **Language:**

- L.7.1.a. Explain the function of phrases and clauses in general and their function in specific sentences.
- L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.
- 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).
- 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).
- L.7.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

## Unit 4: An Author's Craft: Recognizing the Power of Writing

### Unit overview:

Students will take a snapshot of their 7<sup>th</sup> grade year as they write a series of expository and narrative paragraphs. An in-depth look at historical fiction in both a short story and a novel by the same author allows a closer look at characterization, setting, and figurative language, and their overall enhancement of the writers' craft. The impact of the Great Depression, segregation, and the racial relations of the South during the time will be discussed throughout the stories. A continued review and study of grammar and punctuation is part of this unit, including additional homophones. At the end of this unit, students will take a semester test which will encompass all of the skills taught and practiced throughout the semester, including reading and analyzing literature and nonfiction selections that they have not previously read.

### Learning Goals:

By the end of this unit, students will be able to:

- Advance and refine the trait of voice while creating Time Capsules
- Clarify the roles of the eight parts of speech and their components in a cohesive review
- Interpret elements of a short story within "Song of the Trees"
- Collaborate with group members to reflect on and discuss the decisions made by *Roll* characters
- Interpret the characters' motivation during select scenes of *Roll of Thunder*
- Envision the characters and setting of *Roll of Thunder*
- Appraise the quality of writing and unique traits of Mildred D. Taylor, including recognizing and interpreting her use of figurative language, and how it enhances the overall writer's craft
- Practice correct use of homophones in written communication
- Dedicate commitment to exam review

### Anchor Texts:

- *Roll of Thunder, Hear My Cry* novel
- Short story: "Song of the Trees"
- *Write Source* (Houghton, Mifflin, Harcourt)

**Time Span: (Length of Unit)**

- 10 weeks

**Assessment: (Methods used for formative and summative)**

**Formative**

- Class discussion
- Teacher observation and feedback
- Quick writes
- Collaborative learning groups
- Teacher-led review games

**Summative**

- Ongoing portfolio
- "Song of the Trees" quiz
- *Roll of Thunder* chapter quizzes on My Big Campus
- Computer-generated staff/student quiz
- Comprehensive *Roll of Thunder* project
- Completed Time Capsule
- Comprehensive semester exam

### Academic Vocabulary:

- Synonym
- Antonym
- Historical fiction
- Nonfiction
- Climax
- Resolution
- Conflict (internal, external, man vs. man, etc.)
- Symbolism
- Allusions
- Stereotype
- Inferences
- Discrimination
- Segregation
- Prejudice
- Homophones
- Slang
- Colloquialism
- Dialect
- Idiom
- Literary devices (simile, metaphors, etc.)
- Foreshadowing
- Noun
- Pronoun
- Verb
- Adverb
- Adjective
- Conjunction
- Preposition
- Interjections
- Advanced vocabulary from the novel and short story (formidable, ambled, benevolent, admonished, etc.)

## Unit 4: An Author's Craft: Recognizing the Power of Writing

### Common Core State Standards or Michigan Content Expectations

#### Reading: Literature:

- 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.
- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- 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).
- RL.7.9. Compare and contrast 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.
- RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Writing:

- W.7.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- 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.
- W.7.9.a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast 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").
- W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

- 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.
- 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.
- SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

**Language:**

- L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 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).
- L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- 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.
- L.7.5.b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- 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.