

GRADE 7

Introductory Unit

5 days

Through this introductory unit, students explore four workshops introducing the techniques and concepts around which the rest of the text is structured. Students are introduced to text types, reading strategies, and how to become an active reader. Students are also acquainted with academic vocabulary and the writing process. **This unit is not formally assessed.**

Learning Targets:

I can refer to the text and find specific examples that strongly support my thoughts and inferences about a story. (RL.1)

I can use details from the text to determine the theme or message of a story. (RL.2)

I can give an unbiased summary of a story. (RL.2)

I can explain how the elements of a story work together. (RL.3)

I can figure out the deeper meanings of words and phrases as they are used in a story. (RL.4)

I can identify several types of figurative language in a text. (RL.4)

I can determine how rhymes and sound repetitions influence a text. (RL.4)

I can explain how the structure of a drama or poem helps me understand its meaning (ex: soliloquy and sonnet). (RL.5)

I can think and talk about how an author develops and contrasts the points of view of the different characters or narrators in a text. (RL.6)

I can refer to the text several times to support my thoughts and inferences about a piece of informational text. (RI.1)

I can explain and discuss how individuals, events and ideas interact with each other in a text. (RI.3)

I can use context clues to figure out what words or phrases mean. (L.4a)

I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. (L.4b)

I can use print and digital reference sources to help me find the pronunciations and clarify meanings and parts of speech for new words or phrases. (L.4c)

I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. (L.4d)

Literature

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: CCSS.ELA-Literacy.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.	<ul style="list-style-type: none">• Demonstration of basic understanding during workshop and discussion.	<ul style="list-style-type: none">• Genres Workshop - Holt McDougal• Reading Strategies Workshop - Holt McDougal
	CCSS.ELA-Literacy.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.	<ul style="list-style-type: none">• Demonstration of basic understanding during workshop and discussion.	<ul style="list-style-type: none">• Genres Workshop - Holt McDougal
	CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none">• Demonstration of basic understanding during workshop and discussion.	<ul style="list-style-type: none">• Genres Workshop - Holt McDougal

	<p>Craft and Structure: CCSS.ELA-Literacy.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.</p>	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Genres Workshop - Holt McDougal
	<p>CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning</p>	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Genres Workshop - Holt McDougal
	<p>CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Genres Workshop - Holt McDougal

Informational Text

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Genres Workshop - Holt McDougal
	CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Genres Workshop - Holt McDougal

Writing

	Common Core State Standard	Assessment	Resources
	Production and Distribution of Writing: CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Writing Process Workshop

	which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)		
	CCSS.ELA-Literacy.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here .)	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Writing Process Workshop

Language

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.L.7.4.a	<ul style="list-style-type: none"> • Demonstration of basic understanding during 	<ul style="list-style-type: none"> • Academic Vocabulary Workshop - Holt McDougal

	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.	workshop and discussion.	
	CCSS.ELA-Literacy.L.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Academic Vocabulary Workshop - Holt McDougal
	CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Academic Vocabulary Workshop - Holt McDougal
	CCSS.ELA-Literacy.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).	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Academic Vocabulary Workshop - Holt McDougal
	CCSS.ELA-Literacy.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	<ul style="list-style-type: none"> • Demonstration of basic understanding during workshop and discussion. 	<ul style="list-style-type: none"> • Academic Vocabulary Workshop - Holt McDougal

	to comprehension or expression.		
--	---------------------------------	--	--