

# GRADE 7

## Unit One: Plot, Setting, and Character

30-35 days

Through analysis of text, students identify and analyze stages of plot and its development and how setting shapes plot. Students identify conflict, flashback, and foreshadowing, and analyze text structure an author uses to organize his or her writing. Students use reading strategies, including connecting and predicting. Students write an argument, spell possessives correctly, recognize and correct misplaced modifiers, and understand and use prefixes, suffixes, word roots, and analogies. Students utilize media to create a persuasive podcast, identify and analyze visual and sound elements in film, and analyze film techniques that establish plot and setting.

### 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 explain how elements of a story work together. (RL.3)
  - I can write a claim and recognize opposing views to my claim. (W.1a)
  - I can logically organize reasons and evidence that support a written claim. (W.1a)
  - I can support my written claims with logical reasoning and relevant evidence. (W.1b)
  - I can support my written claims using appropriate sources and show that I understand the topic. (W.1b)
  - I can use words, phrases and clauses to clearly show how claims, reasons, and evidence fit together. (W.1c)
  - I can establish and maintain a formal style in presenting my written arguments. (W.1d)
  - I can write a conclusion that follows from and supports the arguments I presented. (W. 1e)
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I can produce clear writing with appropriate development, organization and style to suit my task, purpose and audience. (W.4)

I can plan, revise, edit, rewrite or try a new approach in my writing with some help from peers and adults. (W.5)

I can use different forms of technology to create and publish my writing. (W.6)

I can appropriately link to and cite the different technology sources I have used in my writing. (W.6)

I can use technology to interact and collaborate with others. (W.6)

I can apply all that I have learned in 7th grade reading to writing literature. (W.9a)

I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience or topic. (W.10)

I can give a presentation that makes claims using relevant descriptions, facts, details and examples. (SL.4)

I can use appropriate eye contact and volume, as well as speak clearly, when I present ideas to others. (SL.4)

I can give a presentation using multimedia and visual displays to explain my claims and make my point clearly (SL.5)

I can change my way of speaking for a variety of situations and tasks and show that I can use formal English when necessary and appropriate. (SL.6)

I can show that I understand standard English in my speech and in my writing. (L.1)

I can show that I know how to write sentences accurately. (L.2)

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 the relationships between words to help me better understand each of the individual words (ex: synonym/antonym or analogy) (L.6).

**Academic Vocab: contemporary, element, identify, influence, structure**

**Content Vocab:** antecedent, character, foreshadowing, plot, sequence, setting, suspense

## Literature

	Common Core State Standard	Assessment	Resources
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	<p><b>Key Ideas and Details:</b>  <a href="#">CCSS.ELA-Literacy.RL.7.1</a>  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Plot, Setting, and Character - Holt McDougal</li> <li>Seventh Grade - Holt McDougal</li> <li>The Last Dog - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.RL.7.3</a>  Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Plot, Setting, and Character - Holt McDougal</li> <li>Seventh Grade - Holt McDougal</li> <li>The Last Dog - Holt McDougal</li> <li>Rikki-Tikki-Tavi - Holt McDougal</li> </ul>
	<p><b>Integration of Knowledge and Ideas:</b>  <a href="#">CCSS.ELA-Literacy.RL.7.7</a>  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).</p>	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Media Study: Back to the Future - Holt McDougal</li> </ul>

## Writing

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	Common Core State Standard	Assessment	Resources
	<a href="#">CCSS.ELA-Literacy.W.7.1.a</a> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.1.b</a> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.1.c</a> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.1.d</a> Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.1.e</a> Provide a concluding statement or section that follows from and supports the argument presented	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>

	<p><b>Production and Distribution of Writing:</b>  <a href="#">CCSS.ELA-Literacy.W.7.4</a>          Produce clear and coherent writing in 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.)</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.W.7.5</a>          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 <a href="#">here</a>.)</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment - Holt McDougal</li> <li>• Book/Movie Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.W.7.6</a>          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.</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment - Holt McDougal</li> <li>• Book/Movie Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Workshop: Supporting an Opinion - Holt McDougal</li> <li>• Technology Workshop: Creating a Persuasive Podcast - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.W.7.9.a</a>          Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>

	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").		
	<p>Range of Writing:</p> <p><a href="#">CCSS.ELA-Literacy.W.7.10</a></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Unit 1 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Supporting an Opinion - Holt McDougal</li> </ul>

## Speaking and Listening

	Common Core State Standard	Assessment	Resources
	<p>Presentation of Knowledge and Ideas:</p> <p><a href="#">CCSS.ELA-Literacy.SL.7.4</a></p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and</p>	<ul style="list-style-type: none"> <li>Podcast</li> </ul>	<ul style="list-style-type: none"> <li>Technology Workshop: Creating a Persuasive Podcast - Holt McDougal</li> </ul>

	examples; use appropriate eye contact, adequate volume, and clear pronunciation.		
	<a href="#">CCSS.ELA-Literacy.SL.7.5</a> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<ul style="list-style-type: none"> <li>Podcast</li> <li>Oral Book Review</li> </ul>	<ul style="list-style-type: none"> <li>Technology Workshop: Creating a Persuasive Podcast - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.SL.7.6</a> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 <a href="#">here</a> for specific expectations.)	<ul style="list-style-type: none"> <li>Podcast</li> </ul>	<ul style="list-style-type: none"> <li>Technology Workshop: Creating a Persuasive Podcast - Holt McDougal</li> </ul>

## Language

	Common Core State Standard	Assessment	Resources
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	<p><b>Conventions of Standard English:</b>  <a href="#">CCSS.ELA-Literacy.L.7.1</a>          Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Seventh Grade - Holt McDougal</li> <li>• The Last Dog - Holt McDougal</li> <li>• Rikki-Tikki-Tavi - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.L.7.2</a>          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• The Last Dog - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.L.7.4.a</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.</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• The Last Dog - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.L.7.4.b</a>          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>).</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Seventh Grade - Holt McDougal</li> <li>• Rikki-Tikki-Tavi - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.L.7.5.b</a>          Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>• Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Rikki-Tikki-Tavi - Holt McDougal</li> </ul>



