

GRADE 7

Unit Two: Analyzing Character and Point of View

25-30 days

In Unit 2, students analyze how elements of a story--plot, character and setting add to its development. Point of view, including first person, limited third person, and omniscient are purposely chosen for the author's purpose and students identify and explain each of these points of view. In reading, students make inferences, draw conclusions, synthesize, and provide an objective summary of a text. Students write a comparison-contrast essay and summary, correctly use present, past, and future verb tenses, and correctly use appositive phrases. Students will use context as a clue to determine word meaning and reference aids to verify word meaning. Finally, students will participate in a panel discussion using comparison techniques learned in the chapter.

Learning Targets:

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

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

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 find more than one central idea in a text and explain how the ideas develop throughout the text. (RI.2)

I can give an unbiased summary of a piece of informational text. (RI.2)

I can organize my writing with a clear introduction and use appropriate strategies and formats to help explain my topic. (W.2a)

I can use formatting (ex: headings), graphics (ex: charts & tables) and multimedia to add clarification to my writing. (W.2a)
I can develop a topic using appropriate facts, definitions, details, quotations or other information and examples. (W.2b)
I can use appropriate transitions to present clear connections between my ideas and concepts. (W.2c)
I can use precise wording and specific vocabulary to teach others about a topic. (W.2d)
I can establish and maintain a formal style in presenting written information. (W.2e)
I can write a conclusion that follows from and supports the information and explanations I presented. (W.2f)
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 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 and topic. (W.10)
I can effectively participate in different types of discussions and with different people about 7th grade topics, texts and issues. (SL.1)
I can build on others' ideas and express my own ideas clearly in discussions with others. (SL.1)
I can come to discussions prepared to share my ideas because I have read or studied the required material. (SL.1a)
I can participate in discussions more effectively by using examples and evidence from the text to help me reflect on the ideas in the discussion. (SL.1a)
I can ask questions and comment about a topic to encourage others to respond and stay on topic during discussions. (SL.1c)
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 show that I understand standard English in my speech and in my writing. (L.1)
I can define phrases and clauses and explain how they work in sentences. (L.1a)
I can use context clues to figure out what words or phrases mean. (L.4a)
I can make a guess about a word or phrase's meaning and then check my understanding using reference materials. (L.4d)
I can show that I understand the deeper meanings of words and phrases. (L.5)

Academic Vocab: analyze, aware, develop, react, respond

Content Vocab: appositive phrase, comparison, context clue, contrast, inference, monitor, panel discussion, point of view, predict, summarize, verb tense

Literature

	Common Core State Standard	Assessment	Resources
	<p>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.</p>	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Character and Point of View - Holt McDougal The Scholarship Jacket - Holt McDougal
	<p>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).</p>	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Character and Point of View - Holt McDougal Zebra - 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"> Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Character and Point of View - Holt McDougal The Scholarship Jacket - Holt McDougal A Retrieved Reformation - Holt McDougal

Informational Text

	Common Core State Standard	Assessment	Resources
		<ul style="list-style-type: none"> Unit 2 Assessment - Holt 	<ul style="list-style-type: none"> A Wall of Remembrance/ A

	CCSS.ELA-Literacy.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.	McDougal	Mother's Words/ U.S. Involvement in Vietnam -Holt McDougal
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Writing

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal
	CCSS.ELA-Literacy.W.7.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal

	<u>CCSS.ELA-Literacy.W.7.2.c</u> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal
	<u>CCSS.ELA-Literacy.W.7.2.d</u> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal
	<u>CCSS.ELA-Literacy.W.7.2.e</u> Establish and maintain a formal style.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal
	<u>CCSS.ELA-Literacy.W.7.2.f</u> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal
	Production and Distribution of Writing: <u>CCSS.ELA-Literacy.W.7.4</u> 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.)	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal
	<u>CCSS.ELA-Literacy.W.7.5</u> With some guidance and support from peers and adults, develop and strengthen writing as needed by	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal

	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 .)		
	CCSS.ELA-Literacy.W.7.9.a Apply <i>grade 7 Reading standards</i> 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").	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal
	Range of Writing: CCSS.ELA-Literacy.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.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal (Can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Comparison-Contrast Essay - Holt McDougal

Speaking and Listening

	Common Core State Standard	Assessment	Resources
	<p>Comprehension and Collaboration:</p> <p>CCSS.ELA-Literacy.SL.7.1</p> <p>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.</p>	<ul style="list-style-type: none"> Panel Discussion 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Participating in a Panel Discussion
	<p>CCSS.ELA-Literacy.SL.7.1.a</p> <p>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.</p>	<ul style="list-style-type: none"> Panel Discussion 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Participating in a Panel Discussion
	<p>CCSS.ELA-Literacy.SL.7.1.c</p> <p>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.</p>	<ul style="list-style-type: none"> Panel Discussion 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Participating in a Panel Discussion
	<p>Presentation of Knowledge and Ideas:</p>	<ul style="list-style-type: none"> Panel Discussion 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Participating in

	CCSS.ELA-Literacy.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.		a Panel Discussion
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Language

	Common Core State Standard	Assessment	Resources
	Conventions of Standard English: CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Zebra - Holt McDougal
	CCSS.ELA-Literacy.L.7.1.a Explain the function of phrases and clauses in general and their function in specific sentences	<ul style="list-style-type: none"> Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> A Retrieved Reformation - Holt McDougal

	<p><u>CCSS.ELA-Literacy.L.7.4.a</u> 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"> • Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • Zebra - Holt McDougal • The Scholarship Jacket - Holt McDougal
	<p><u>CCSS.ELA-Literacy.L.7.4.d</u> 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).</p>	<ul style="list-style-type: none"> • Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • A Retrieved Reformation - Holt McDougal
	<p><u>CCSS.ELA-Literacy.L.7.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p>	<ul style="list-style-type: none"> • Unit 2 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • Zebra - Holt McDougal