

# GRADE 7

## Unit Three: Understanding Theme

20-25 days

In unit 3, students determine theme, including multiple themes, compare and contrast themes and characters, and identify and interpret symbols. Through textual analysis, student analyze how theme is conveyed through dialogue and stage directions, cite evidence to support analysis of inference, and determine and analyze author's purpose. While reading, students use strategies like monitoring and setting a purpose, as well as identifying and analyzing cause, effect and sequence. Students write an imaginative short story and choose among simple, compound, and complex sentences to show different relationships among ideas. Students improve their language skills by understanding and using denotation and connotation and by using general context clues and Latin roots and affixes to determine and understand word meaning. A class blog is created and students compare and contrast a drama text to its filmed version.

### 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 use details from 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 refer to the text several times to support my thoughts and inferences about a piece of informational text. (RI.1)

I can figure out an author's point of view in a piece of informational text and examine how the author's position is different from others. (RI.6)

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I can gain the reader's attention by introducing ideas, a point of view, a narrator and/or characters. (W.3a)

I can organize events in a narrative in a natural and logical order. (W.3a)

I can use different techniques such as dialogue, pacing and descriptive words to help develop the characters and plots of my stories. (W.3b)

I can use different types of transition words to show the sequence of events or shifts in the time or setting of my stories. (W.3c)

I can use very specific words and phrases, descriptive details and sensory language to reveal the action and experiences of a story. (W.3d)

I can write conclusions by reflecting on experiences and events I have shared in my stories. (W.3e)

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 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 use what I know about the English language to write, speak, read and listen. (L.2)

I can determine the meanings of words by using the strategies I have learned and by thinking about what I have read. (L.4)

I can understand the slight differences between words with similar definitions. (L.5c)

**Academic Vocab:** clause, context cultural, symbol, theme

**Content Vocab:** author's purpose, connotation, denotation, theme

## Literature

	Common Core State Standard	Assessment	Resources
	<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.7.1</a> Cite several pieces of textual evidence	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Understanding Theme - Holt McDougal</li> <li>The War of the Wall - Holt</li> </ul>

	to support analysis of what the text says explicitly as well as inferences drawn from the text.		McDougal
	<a href="#">CCSS.ELA-Literacy.RL.7.2</a> 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"> <li>Unit 3 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Understanding Theme - Holt McDougal</li> <li>Amigo Brothers - Holt McDougal</li> <li>The War of the Wall - Holt McDougal</li> </ul>
	<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).	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Amigo Brothers - Holt McDougal</li> </ul>

## Informational Text

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: <a href="#">CCSS.ELA-Literacy.RI.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.	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Homeless - Holt McDougal</li> </ul>

	<a href="#">CCSS.ELA-Literacy.RI.7.6</a> 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	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Homeless - Holt McDougal</li> </ul>
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## Writing

	Common Core State Standard	Assessment	Resources
	<a href="#">CCSS.ELA-Literacy.W.7.3.a</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.	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.3.b</a> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.3.c</a> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>

	<p><a href="#">CCSS.ELA-Literacy.W.7.3.d</a> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events</p>	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.W.7.3.e</a> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<p>Production and Distribution of Writing: <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 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - 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 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>

	<p><a href="#"><u>CCSS.ELA-Literacy.W.7.6</u></a></p> <p>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 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>
	<p>Range of Writing:</p> <p><a href="#"><u>CCSS.ELA-Literacy.W.7.10</u></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 3 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Short Story - Holt McDougal</li> </ul>

## Language

	<p><a href="#"><u>CCSS.ELA-Literacy.L.7.2</u></a></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>Unit 3 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Amigo Brothers - Holt McDougal</li> </ul>
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	<p><b>Vocabulary Acquisition and Use:</b></p> <p><a href="#"><u>CCSS.ELA-Literacy.L.7.4</u></a></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"><li>• Unit 3 Assessment - Holt McDougal</li></ul>	<ul style="list-style-type: none"><li>• Amigo Brothers - Holt McDougal</li></ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.L.7.5.c</u></a></p> <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<ul style="list-style-type: none"><li>• Unit 3 Assessment - Holt McDougal</li></ul>	<ul style="list-style-type: none"><li>• The War of the Wall - Holt McDougal</li></ul>