

# GRADE 7

## Unit Four: Mood, Tone, and Style

days

Through analysis of the text, students identify and analyze mood, tone, and irony, identify and analyze elements of style, including word choice, sentence structure, imagery and dialogue, and determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. While reading, student use evidence to support what a text says explicitly, make inferences, identify characteristics of science fiction, and determine a writer's point of view. Students write a response to literature, understand prepositions and prepositional phrases, and recognize misplaced and dangling modifiers. They demonstrate an understanding of synonyms and use Latin and Greek roots as clues to the meaning of words. Finally, students present a critique, analyze visual elements in media, and analyze main ideas in diverse media formats.

### 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 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 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 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 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 define phrases and clauses and explain how they work in sentences. (L.1a)  
 I can determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. (L.4b)

**Academic Vocab:** communicate, describe, illustrate, interpret, style

**Content Vocab:** critique, literary analysis, mood, prepositions, style

## Literature

	Common Core State Standard	Assessment	Resources
	<b>Key Ideas and Details:</b> <a href="#">CCSS.ELA-Literacy.RL.7.1</a>	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Dark They Were, and Golden-Eyed - Holt McDougal</li> </ul>

	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>• maggie and milly and molly and may/ who are you, little i/ old age sticks - 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 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Text Analysis Workshop: Mood and Style - Holt McDougal</li> <li>• Dark They Were, and Golden-Eyed - Holt McDougal</li> </ul>
	Craft and Structure: <a href="#">CCSS.ELA-Literacy.RL.7.4</a> 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.	<ul style="list-style-type: none"> <li>• Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Text Analysis Workshop: Mood and Style - Holt McDougal</li> <li>• maggie and milly and molly and may/ who are you, little i/ old age sticks - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RL.7.5</a> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	<ul style="list-style-type: none"> <li>• Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• maggie and milly and molly and may/ who are you, little i/ old age sticks - Holt McDougal</li> </ul>

## Writing

	Common Core State Standard	Assessment	Resources
	<a href="#">CCSS.ELA-Literacy.W.7.2.a</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"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.2.b</a> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.2.c</a> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.2.d</a>	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop:</li> </ul>

	Use precise language and domain-specific vocabulary to inform about or explain the topic.	McDougal (Can be assessed separately)	Literary Analysis - Holt McDougal
	<a href="#">CCSS.ELA-Literacy.W.7.2.e</a> Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.W.7.2.f</a> Provide a concluding statement or section that follows from and supports the information or explanation presented.	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>
	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.)	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>
	<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	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>

	including grade 7 <a href="#">here.</a> )		
	<p><a href="#">CCSS.ELA-Literacy.W.7.9.a</a></p> <p>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").</p>	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>
	<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 4 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Literary Analysis - Holt McDougal</li> </ul>

## Speaking and Listening

	Common Core State Standard	Assessment	Resources
--	----------------------------	------------	-----------

	<p><b>Presentation of Knowledge and Ideas:</b></p> <p><a href="#"><u>CCSS.ELA-Literacy.SL.7.4</u></a>  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.</p>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening Workshop: Presenting a Critique - Holt McDougal</li> </ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.SL.7.6</u></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="#"><u>here</u></a> for specific expectations.)</p>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking and Listening Workshop: Presenting a Critique - Holt McDougal</li> </ul>

## Language

	Common Core State Standard	Assessment	Resources
--	----------------------------	------------	-----------

---

	<p><a href="#"><u>CCSS.ELA-Literacy.L.7.1.a</u></a>            Explain the function of phrases and clauses in general and their function in specific sentences</p>	<ul style="list-style-type: none"> <li>Unit 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Dark They Were, and Golden-Eyed - Holt McDougal</li> </ul>
	<p><a href="#"><u>CCSS.ELA-Literacy.L.7.4.b</u></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 4 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Dark They Were, and Golden-Eyed - Holt McDougal</li> </ul>