

# GRADE 7

## Unit Five: Appreciating Poetry

days

Through exploration of the text, students analyze a poem's form and structure, including free verse, lyric poetry, narrative poetry, ballads, and haiku, determine the figurative and connotative meaning of words and phrases in a text, and analyze the interaction of elements such as rhyme, repetition, and alliteration. While reading, students make inferences and connect ideas between texts and analyze the structure an author uses to organize text. Students write and update an online feature article, choose language to eliminate redundancy, use commas to separate coordinate conjunctions, and identify the meaning of foreign words in English.

### 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 the text to determine the theme or message of a story. (RL.2)
  - I can figure out the deeper meanings of words and phrase 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 refer to the text several times to support my thoughts and inferences about a piece of informational text. (RI.1)
  - I can explain how an author organizes a text to develop ideas. (RI.5)
  - I can analyze major sections of a piece of informational text and explain how they contribute to the entire text. (RI.5)
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I can analyze how two or more authors write about the same topic in different ways by comparing how they present or interpret facts and evidence (RI.9)

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

I can use what I know about the English language to write, speak, read and listen. (L.3)

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

**Academic Vocab:** encounter, integrity, specific, tradition, vary

**Content Vocab:** active voice, feature article, figurative language, free verse, haiku, imagery, meter, narrative poem, rhythm, symbol, theme

## 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 5 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>The Charge of the Light Brigade/ The Highwayman - Holt McDougal</li> <li>Two Haiku/ Fireflies/ Fireflies in the Garden - Holt McDougal</li> </ul>
	<p><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.</p>	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Two Haiku/ Fireflies/ Fireflies in the Garden - Holt McDougal</li> </ul>
	<p><b>Craft and Structure:</b>  <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.</p>	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Appreciating Poetry - Holt McDougal <ul style="list-style-type: none"> <li>The Names - Holt McDougal</li> </ul> </li> <li>The Charge of the Light Brigade/ The Highwayman - Holt McDougal</li> <li>Two Haiku/ Fireflies/ Fireflies in the Garden - Holt McDougal</li> <li>The Delight Song of Tsoai-Talee/ Four Skinny Trees - Holt McDougal</li> </ul>
	<p><a href="#">CCSS.ELA-Literacy.RL.7.5</a>  Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet)</p>	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>Text Analysis Workshop: Appreciating Poetry - Holt McDougal</li> </ul>

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	contributes to its meaning		<ul style="list-style-type: none"> <li>• The Names - Holt McDougal</li> <li>• The Charge of the Light Brigade/ The Highwayman - Holt McDougal</li> <li>• Two Haiku/ Fireflies/ Fireflies in the Garden - Holt McDougal</li> </ul>
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## Informational Text

	Common Core State Standard	Assessment	Resources
	<b>Key Ideas and Details:</b> <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 5 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Stars with Wings - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RI.7.5</a> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> <li>• Unit 5 Assessment - Holt McDougal</li> </ul>	<ul style="list-style-type: none"> <li>• Stars with Wings - Holt McDougal</li> </ul>
	<a href="#">CCSS.ELA-Literacy.RI.7.9</a>	<ul style="list-style-type: none"> <li>• Unit 5 Assessment - Holt</li> </ul>	<ul style="list-style-type: none"> <li>• Stars with Wings - Holt</li> </ul>

	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	McDougal	McDougal
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## 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 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - 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 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>

	<a href="#"><u>CCSS.ELA-Literacy.W.7.2.c</u></a> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>
	<a href="#"><u>CCSS.ELA-Literacy.W.7.2.d</u></a> Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>
	<a href="#"><u>CCSS.ELA-Literacy.W.7.2.e</u></a> Establish and maintain a formal style.	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>
	<a href="#"><u>CCSS.ELA-Literacy.W.7.2.f</u></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 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>
	Production and Distribution of Writing: <a href="#"><u>CCSS.ELA-Literacy.W.7.4</u></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 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>
	<a href="#"><u>CCSS.ELA-Literacy.W.7.5</u></a> With some guidance and support from peers and adults, develop and strengthen writing as needed by	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>

	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> .)		
	<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.	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>
	<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 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"> <li>Unit 5 Assessment - Holt McDougal (Can be assessed separately)</li> </ul>	<ul style="list-style-type: none"> <li>Writing Workshop: Online Feature Article - Holt McDougal</li> </ul>

## Language

	Common Core State Standard	Assessment	Resources
	<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 5 Assessment - Holt McDougal</li> </ul>	<p>The Charge of the Light Brigade/            The Highwayman - Holt McDougal</p>
	<p><b>Knowledge of Language:</b>  <a href="#">CCSS.ELA-Literacy.L.7.3</a>            Use knowledge of language and its conventions when writing, speaking, reading, or listening</p>	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal</li> </ul>	<p>The Charge of the Light Brigade/            The Highwayman - Holt McDougal</p>
	<p><a href="#">CCSS.ELA-Literacy.L.7.4.c</a>            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.</p>	<ul style="list-style-type: none"> <li>Unit 5 Assessment - Holt McDougal</li> </ul>	<p>The Charge of the Light Brigade/            The Highwayman - Holt McDougal</p>