

GRADE 7

Unit Seven: Biography and Autobiography

days

Through analysis of the text in Unit 7, students identify purpose and characteristics of a biography, autobiography, personal essay, historical drama, and diary, compare and contrast a fictional portrayal of a character and a historical account of the same time period, and analyze the interactions between individuals, events, and ideas in a text. While reading, students identify chronological order, make inferences and draw conclusions, and summarize. Students write a personal narrative, use correct capitalization, use conjunctive adverbs, understand and use Latin and Anglo-Saxon roots and affixes. Finally, students conduct an interview, present an anecdote, analyze a documentary and analyze main ideas in diverse media formats.

Learning Targets:

- I can explain the similarities and differences between historical and fictional accounts of an event. (RL.9)
 - I can explain how historical events, settings, or characters are represented in fictional texts. (RL.9)
 - I can refer to the text several times to support my thoughts and inferences about a piece of informational text. (RI.1)
 - 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 explain and discuss how individuals, events and ideas interact with each other in a text. (RI.3)
 - 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 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 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 with different people about 7th grade topics, texts and issues. (SL1)

I can build on other's 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 discussions. (SL.1a)

I can follow rules, set goals, track my progress, meet deadlines and carry out my assigned role in shared discussions with peers. (SL.1b)

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 using multimedia and visual displays to explain my claims and make my point clearly. (SI.5)

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 determine the meanings of unknown words by using what I know about common Greek and Latin prefixes, suffixes and roots. (L.4b)

Academic Vocab: demonstrate, goal, impact, link, undertake

Content Vocab: affix, author's purpose, autobiography, biography, chronological order, compare, conjunctive adverb, contrast, inference, synthesize, theme

Literature

	Common Core State Standard	Assessment	Resources
	<p>CCSS.ELA-Literacy.RL.7.9</p> <p>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"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Biography and Autobiography Clara Barton: Battlefield Nurse/ from The War Diary of Clara Barton - Holt McDougal

Informational Text

	Common Core State Standard	Assessment	Resources
	<p>Key Ideas and Details:</p> <p>CCSS.ELA-Literacy.RI.7.1</p> <p>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 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Biography and Autobiography Eleanor Roosevelt - Holt McDougal Letter to the President General of the Daughters of the American

			<p>Revolution/ from The Autobiography of Eleanor Roosevelt - Holt McDougal</p> <ul style="list-style-type: none"> • from It's Not About the Bike/ from 23 Days in July - Holt McDougal • Clara Barton: Battlefield Nurse/ from The War Diary of Clara Barton - Holt McDougal
	<p>CCSS.ELA-Literacy.RI.7.2</p> <p>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.</p>	<ul style="list-style-type: none"> • Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • Letter to the President General of the Daughters of the American Revolution/ from The Autobiography of Eleanor Roosevelt - Holt McDougal • from It's Not About the Bike/ from 23 Days in July - Holt McDougal
	<p>CCSS.ELA-Literacy.RI.7.3</p> <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> • Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> • Text Analysis Workshop: Biography and Autobiography • Text Analysis Workshop: Biography and Autobiography • Letter to the President General of the Daughters of the American Revolution/ from The Autobiography of Eleanor Roosevelt - Holt McDougal

	CCSS.ELA-Literacy.RI.7.5 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"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Biography and Autobiography
	CCSS.ELA-Literacy.RI.7.6 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"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> from It's Not About the Bike/ from 23 Days in July - Holt McDougal

Writing

	Common Core State Standard	Assessment	Resources
	CCSS.ELA-Literacy.W.7.3.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"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	CCSS.ELA-Literacy.W.7.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal

	CCSS.ELA-Literacy.W.7.3.c 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"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	CCSS.ELA-Literacy.W.7.3.d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	CCSS.ELA-Literacy.W.7.3.e Provide a conclusion that follows from and reflects on the narrated experiences or events.	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	Production and Distribution of Writing: CCSS.ELA-Literacy.W.7.4 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 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal
	CCSS.ELA-Literacy.W.7.5 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	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - Holt McDougal

	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 .)		
	<p>Range of Writing:</p> <p>CCSS.ELA-Literacy.W.7.10</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"> Unit 7 Assessment - Holt McDougal (can be assessed separately) 	<ul style="list-style-type: none"> Writing Workshop: Personal Narrative - 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,</p>	<ul style="list-style-type: none"> Mock Interview 	<ul style="list-style-type: none"> Speaking and Listening Workshop: Conducting an Interview - Holt McDougal

	in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		
	CCSS.ELA-Literacy.SL.7.1.a 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.	<ul style="list-style-type: none"> • Mock Interview 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Conducting an Interview - Holt McDougal
	CCSS.ELA-Literacy.SL.7.1.b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<ul style="list-style-type: none"> • Mock Interview 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Conducting an Interview - Holt McDougal
	CCSS.ELA-Literacy.SL.7.1.c 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.	<ul style="list-style-type: none"> • Mock Interview 	<ul style="list-style-type: none"> • Speaking and Listening Workshop: Conducting an Interview - Holt McDougal
	CCSS.ELA-Literacy.SL.7.5 Include multimedia components and		<ul style="list-style-type: none"> • Speaking and Listening Workshop: Conducting an

	visual displays in presentations to clarify claims and findings and emphasize salient points.		Interview - Holt McDougal
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Language

	Common Core State Standard	Assessment	Resources
	<p>Conventions of Standard English:</p> <p>CCSS.ELA-Literacy.L.7.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Clara Barton: Battlefield Nurse/ from The War Diary of Clara Barton - Holt McDougal
	<p>CCSS.ELA-Literacy.L.7.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Clara Barton: Battlefield Nurse/ from The War Diary of Clara Barton - Holt McDougal
	<p>CCSS.ELA-Literacy.L.7.4.b</p> <p>Use common, grade-appropriate Greek</p>	<ul style="list-style-type: none"> Unit 7 Assessment - Holt McDougal 	<ul style="list-style-type: none"> Text Analysis Workshop: Biography and

	or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).		Autobiography <ul style="list-style-type: none">• from It's Not About the Bike/ from 23 Days in July - Holt McDougal
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