Unit Overview:
Students will read and study the narrative elements of historical fiction during this unit. Students will discuss how elements of a story interact, particularly the characters, setting, and plot and will practice citing textual evidence of characterization and the development of theme. By comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period, students will gain an understanding of how authors of fiction use or alter history. Students will also write and revise a narrative piece throughout the unit to apply writing techniques as they are taught. At the end of this unit, students will demonstrate their understanding by writing an original narrative in a historical context.

Stage 1 - Desired Results
Please note: Stage 1, which identifies the goals of the unit, is a required element. Using the standards as a starting point, Stage 1 establishes the essential questions, understandings, knowledge, and skills that frame the unit’s learning activities and assessments.

Ongoing Standards
There are 42 ELA Common Core State Standards that identify the grade-level learning goals. The “Ongoing Standards” are foundational and/or comprehensive to English Language Arts and, therefore, are inherently and explicitly addressed in all units.

Focus Standards
Each unit prioritizes a set of “Focus Standards” to guide the design and implementation of the curriculum. These define the skills and understandings students will demonstrate in this quarter and build on throughout the year.

RL.7.2
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.

English Language Proficiency (ELP) Standards
There are 10 ELP standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in the practices associated with English language arts. The following ELPs have been aligned with the focus standards for the unit; descriptors for what an ELL should be able to do at the end of each proficiency level (2-4 only) are also provided.

ELP Standard 6-8.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1 can use a very limited set of strategies to:
- identify a few key words and phrases in oral communications and simple written texts.

Level 2 can use an emerging set of strategies to:
- identify the main topic in oral communications and simple written texts.
- retell a few key details.

Level 3 can use a developing set of strategies to:
- determine the central idea or theme in simple oral presentations or written text.
- explain how the theme is supported by specific details.
- summarize part of the text.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.7.3</strong></td>
<td>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</td>
</tr>
<tr>
<td><strong>RL.7.4</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>RL.7.5</strong></td>
<td>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
</tr>
<tr>
<td><strong>RL.7.9</strong></td>
<td>Compare and contrast a fictional portrayal of a time, place, or character and a historical account.</td>
</tr>
</tbody>
</table>

| Level 4 | can use an increasing range of strategies to:  
|         | ● determine two or more central ideas or themes in oral presentations or written text. |
| See ELP Standard 6-8.1 above |

| ELP Standard 6-8.8 | Determine the meaning of words and phrases in oral presentations and literary and informational text.  
| Level 1 | can relying heavily on context, visual aids, and knowledge of morphology in their native language,  
|         | ● recognize the meaning of a few frequently occurring words and simple phrases  
|         | in texts about familiar topics, experiences, or events. |
| Level 2 | can using context, visual aids, reference materials, and knowledge of morphology in their native language,  
|         | ● determine the meaning of frequently occurring words, phrases, and expressions  
|         | in texts about familiar topics, experiences, or events. |
| Level 3 | can using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),  
|         | ● determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions  
|         | in texts about familiar topics, experiences, or events. |
| Level 4 | can using context, reference materials, and an increasing knowledge of English morphology,  
|         | ● determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions  
|         | in texts about a variety of topics, experiences, or events. |
| No ELP standard |

| No ELP standard |
of the same period as a means of understanding how authors of fiction use or alter history.

<table>
<thead>
<tr>
<th><strong>W.7.3</strong></th>
<th><strong>ELP Standard 6-8.3.</strong> Speak and write about grade-appropriate complex literary and informational texts and topics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.7.3.A</strong></td>
<td>Level 1&lt;br&gt;● communicate simple information about familiar texts, topics, and experiences&lt;br&gt;Level 2&lt;br&gt;● deliver short oral presentations&lt;br&gt;● compose written narratives or informational texts about familiar texts, topics, experiences, or events.&lt;br&gt;Level 3&lt;br&gt;● deliver short oral presentations&lt;br&gt;● compose written narratives or informational texts&lt;br&gt;● develop texts with some details about familiar texts, topics, and experiences.&lt;br&gt;Level 4&lt;br&gt;● deliver oral presentations&lt;br&gt;● compose written narratives or informational texts&lt;br&gt;● develop texts with some specific details about a variety of texts, topics, and experience.</td>
</tr>
<tr>
<td><strong>W.7.3.B</strong></td>
<td>No ELP standard</td>
</tr>
<tr>
<td><strong>W.7.3.C</strong></td>
<td>No ELP standard</td>
</tr>
</tbody>
</table>

**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.

**W.7.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**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.
| Level 2 can, with support (including modeled sentences),  
|  ● recount a brief sequence of events in order.  
|  ● introduce an informational topic.  
|  ● present one or two facts about the topic.  
|  ● use some commonly occurring linking words (e.g., next, because, and, also).  
|  ● provide a concluding statement.  
| with **emerging control**.  
| Level 3 can  
|  ● recount a short sequence of events, with a beginning, middle, and end.  
|  ● introduce and develop an informational topic with a few facts and details.  
|  ● use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).  
|  ● provide a conclusion.  
| with **developing control**.  
| Level 4 can  
|  ● recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end.  
|  ● introduce and develop an informational topic with facts and details.  
|  ● use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)  
|  ● provide a concluding section.  
| with **increasingly independent control**.  

| **W.7.3.D**  
Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | No ELP standard |
| --- | --- |

| **W.7.3.E**  
Provide a conclusion that follows from and reflects on the narrated experiences or events. | No ELP standard |
| --- | --- |

| **L.7.1**  
Demonstrate command of the conventions of standard English | **ELP Standard 6-8.10** Make accurate use of standard English to communicate in grade-appropriate speech and writing.  
**Level 1 can**  
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>Can with support (including model sentences),</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Level 2</td>
<td>Use relative pronouns (e.g. who, whom, which, that), relative adverbs (e.g. where, when, why), subordinating conjunctions, and prepositional phrases.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Use an increasing number of intensive/reflexive pronouns (e.g. myself, ourselves) and verbs in the active and passive voices.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Use an increasing number of intensive/reflexive pronouns (e.g. myself, ourselves) and verbs in the active and passive voices.</td>
</tr>
<tr>
<td></td>
<td>Produce and expand simple, compound, and complex sentences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>L.7.1A</th>
<th>Explain the function of phrases and clauses in general and their function in specific sentences.</th>
<th>No ELP standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.7.1B</td>
<td>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</td>
<td>No ELP standard</td>
<td></td>
</tr>
<tr>
<td>L.7.1C</td>
<td>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</td>
<td>No ELP standard</td>
<td></td>
</tr>
</tbody>
</table>
### Essential Questions

*Students will keep considering:*

1. How do authors make characters and events believable?
2. What are the techniques of narrative writing?

*Post Essential Questions in room and refer to often throughout unit. The essential questions should be the drivers of the unit.*

### Understandings

*Students will understand that:*

- Writers of historical fiction research time period and setting to write a believable story.
- In a narrative, writers sequence believable events, adding dialogue, pacing, and description to bring the story and characters to life.
- Writers use point of view intentionally.
- Writers develop theme through story elements such as characters, conflict, and events.

### Knowledge

*In addition to the bold words in the “Skills” section, students will acquire knowledge of:*

<table>
<thead>
<tr>
<th>RL.2</th>
<th>Development of theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.4</td>
<td>Alliteration</td>
</tr>
<tr>
<td>RL.9</td>
<td>Historical fiction</td>
</tr>
<tr>
<td>W.3</td>
<td>Point of view</td>
</tr>
<tr>
<td>L.1</td>
<td>Phrases</td>
</tr>
<tr>
<td></td>
<td>Clauses</td>
</tr>
<tr>
<td></td>
<td>Effective use of sentence types</td>
</tr>
<tr>
<td></td>
<td>Simple</td>
</tr>
<tr>
<td></td>
<td>Compound</td>
</tr>
<tr>
<td></td>
<td>Complex</td>
</tr>
<tr>
<td></td>
<td>Compound-Complex</td>
</tr>
</tbody>
</table>

*See [Literary Toolbox for 7th grade](#) for a comprehensive list of literary and writing terms.*

### Skills

*Students will be able to:*

1. Determine a **central idea** or **theme**, examining how the author introduces and develops this idea or theme throughout the text. (RL.2)
2. Provide an **objective summary**. (RL.2)
3. Examine the interactions between specific **narrative elements** (e.g., setting, plot, characters), noting how they affect each other and thus contribute to the story’s meaning. (RL.3)
4. Determine what words and phrases mean in context, taking into consideration both their **figurative** and **connotative** meanings and how rhyme and other repeated sounds (e.g. alliteration) affect a particular part of a poem or story. (RL.4)
5. Examine the similarities and differences between two accounts of a time, place, or character in history, one fictional and the other a firsthand report, focusing on how authors treat **historical events through fiction** differently from the original account. (RL.9)
6. Write narratives about real or imagined events using effective technique, relevant **descriptive** details, and well-structured event sequences. (W.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.

b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

7. Know the conventions of standard English grammar and usage, applying them whenever speaking or writing, and doing the following with phrases, clauses, and sentences: (L.1)

a. Know what phrases and clauses are and how they function in general and in specific sentences.

b. Know and select the type of sentence (simple, compound, complex, or compound-complex) that most effectively expresses the relationships between ideas.

c. Know and position phrases and clauses correctly and effectively within sentences and find and fix misplaced and dangling modifiers when necessary.
Please note: Stage 2, which provides the unit’s major assessment, is also a required element. Although there should be a continuum of assessments along the way, including checks for understandings and traditional quizzes, this assessment is essential because it serves as performance-based evidence of the main skills and understandings sought in Stage 1. The standards-based criteria on the writing rubric should drive teacher instruction and student work toward the final product.

Common Writing Assignment - Narrative Task - 7th grade
(Needs to be completed and graded by the end of Week 8)

Write an alternate ending or a continuation of the historical fiction novel read in class during this unit using details from the passage. Use narrative techniques to develop the story and demonstrate understanding of the setting, characters, and plot of the passage in the narrative.

OR

Write an original historical fiction piece from the same time period as the novel read in class. Use narrative techniques to develop the story and demonstrate understanding of the setting.

Technology Integration: Students might compose their narrative in their Google drive and share with a peer for collaborative editing and revising purposes. Teachers might also consider having students vote on a favorite narrative from their class to share digitally with the school. Teachers may have students submit their narrative to a website such as TeenInk.

Resources
- Planning Pages
  - Planning Page for a Narrative
  - Character Traits
  - Character Traits List - More simplistic language
  - Sensory Words
  - Words to use instead of Said
  - other Graphic Organizer Options
- Example of a Narrative (continuation of chapter 1 of Schooled)
  - Planning Page Example
- 7th grade Q1 Narrative Writing Checklist

ELL Language Support: 7th grade Q1

Rubric: Narrative Writing Rubric 6-12

Focus Standards Measured: RL.7.2; RL.7.3; RL.7.4; W.7.3; W.7.5; W.7.6; L.7.1

Teacher note: This is not a timed writing - but students should be encouraged to finish in one class setting (70 minutes) to make it more like a test taking situation so that teachers can assess where each student is in his/her thinking, planning, writing and revising narrative writing.
Stage 3 - Learning Activities

Please note: Stage 3 provides an explicit guide for implementing the unit. This stage contains a suggested weekly timeline of instruction, learning experiences, and assessments to meet the unit’s expectations. Teachers are encouraged to collaborate to meet the needs of students within a building or class; for example, a Professional Learning Community (PLC) may work together to modify the order and time-allocation of the activities and supplement with a comparable text. Any adjustments and/or additions should be framed to meet the requirements of Stages 1 and 2.

Teacher Dropbox

As you and/or your PLC are inspired with lesson and technology integration ideas, please share with teachers and ToSA’s on this collaborative document - 7th grade Q1 Characters with Character - Collaborative Dropbox.

Technology Integration

Throughout the suggested timeline, the following SAMR badges will be placed next to activities and assessments that include technology integration of ideas and resources for enhancing learning. The Substitution Augmentation Modification and Redefinition model, developed by Dr. Ruben Puentedura, demonstrates a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.

Teachers might explore other SAMR ideas for a paperless classroom.

Suggested Timeline - Weeks 1 - 2

Unit/Yearly Introductions and Expectations

Ongoing Standards for Technology

W.7.6: 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.

1. Introduce technology resources and expectations
   - Learning Objectives: Students will be able to:
     - Collaborate by using social media resources.
     - Compose texts with the use of digital devices by writing and sharing a variety of original pieces throughout the year.
   - Activities
     - Teachers should establish classroom routines and expectations for the use of technology in the classroom.
     - Teachers should consider using Google classroom for technology integration. This efficient technology tool will be referenced in this and future units to address the ongoing writing standards. It provides a paperless method for teachers to create, assign, and collect student classwork and
homework. Google classroom equips teachers with a forum where they are able to integrate Google docs, Google drive, and Gmail to create assignments, provide feedback for student work, and communicate with students. Students can use Google docs to create individual assignments, share and collaborate assignments with partners and/or groups and then turn assignments in to teachers on Google classroom.

- Teachers should become familiar with apps and/or extensions such as thesaurus, easybib, tab resize, socratic, padlet, and others that are provided in Google Webstore. Teachers might provide some time for students to download the ones that may be used frequently throughout the year.
- Using Google drive, students should create a Google folder for 7th grade English and use this throughout the school year as a portfolio of their work.
- Teachers might create an assignment dropbox for each class. Instructions for creating a dropbox using a Google form is available on Tammy’s Technology Tips for Teachers.
- Throughout the year, students will share work from this folder with the teacher and will share pieces of work with other students for peer collaboration and interaction.

- **Check for Understanding**
  - Teachers could have students use technology to complete one of the following tasks.
    - Students could create and share a document introducing themselves to the teacher and peers, demonstrating their ability to collaborate with the teacher and peers via Google Classroom and/or Google Drive.
    - Teachers could create a google form like this reading interest survey for students to complete.
    - Teachers could create a google form like this interest survey for students to complete.
    - Teachers could use one of the ideas presented in this article, 21st Century Icebreakers: 13 Ways To Get To Know Your Students with Technology, or could have students choose one of the ideas.
  - Throughout the year, students will edit and revise writing in response to teacher feedback and peer collaboration.

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**Focus Standard for Narrative Writing Pre-Assessment**

**W.7.3:** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

2. **Narrative Writing Pre-Assessment**

- **Learning Objective:** Students will be able to:
  - Demonstrate their narrative writing skills by writing an original narrative piece.
- **Note:** The pre-assessment is intended to be a diagnostic and instructional tool. If desired, teachers can score it holistically or have students self-score using the Narrative Writing Rubric 6-12. Teachers and students should understand that this is a pre-assessment and will not be graded in the traditional sense.

- **Text Selection**
  - Schooled by Gordon Korman - chapter 1

- **Activities**
  - Students will read this first chapter of Schooled.
  - Teachers could make a copy of or share the following prompt options with students through Google classroom.
- Write a continuation of this first chapter from *Schooled* by Gordon Korman. Use details from the passage and narrative techniques to develop the story and demonstrate understanding of the setting, characters, and plot of the passage in the narrative.

- Write a narrative about a real or imagined experience when you or someone else had to respond to an emergency situation involving you or someone you love. Use narrative techniques to develop the setting, characters, and plot of the narrative.

  - After reading the chapter, students will write their narrative response to the prompt.
  - Students could share their pre-assessment through Google classroom with the teacher so that he/she can make comments on the document to provide individual feedback.
  - Using the criteria from the Narrative Writing Rubric 6-12 as a guide, teachers will teach narrative writing techniques with standards-based mini-lessons throughout the unit.
  - The teacher should share the common writing assignment prompt with students to make them aware that they will be writing to a similar prompt at the end of the unit.

- **Check for Understanding**
  - Following writing mini-lessons throughout the quarter, students will be given opportunities to collaborate with a partner or a small group to self- and peer-revise this piece of writing.
  - For digital collaboration, students could share the pre-assessment with peers.
  - Students might also digitally share this piece of writing with other 7th grade students in the building or district.

3. **Student-Friendly Narrative Rubric**

   - **Learning Objective:** Students will be able to:
     - Demonstrate understanding of the narrative writing rubric by self- and peer-grading their narrative essay.

   - **Activities**
     - Using Google Classroom, the teacher should share a digital copy of the Narrative Writing Rubric 6-12 and a digital copy of a blank rubric with each student.
     - The teacher should facilitate a class discussion about the rubric and should guide the students to write the descriptors of each criterion in student-friendly language on the blank rubric. For instance, the teacher should help students determine that “insightful, accurate grasp of key ideas, details, and task” means that the student’s writing showed a wise and correct understanding of the main ideas of the prompt and text(s). The students should write the student-friendly descriptor in the appropriate box.
     - Students could work with a partner or a small group to discuss and interpret the performance levels criteria of two or three of the categories after the teacher models expectations with the first two or three categories. They could use a thesaurus extension/app or the research option from tools to help determine the meaning of specific words in the rubric descriptors.
     - The teacher should bring students back together to share their student-friendly descriptors. The class should decide on common language for each descriptor to create a student-friendly narrative writing rubric.
- The teacher might make a two-sided rubric with the original on one side and the student-written rubric on the other side.
- The teacher should model how to score an exemplar paper with the rubric. For each category, the teacher should specify explicit examples from the paper that distinctly demonstrates the level of mastery. The exemplar paper could be a teacher-created sample or could be a student paper with the name deleted. This example could be used.

**Check for Understanding**

- Students should self- and peer-edit their essays with a partner. After the teacher holistically scores the essay, students should compare their scores to the score given by the teacher.
- **Quick Question:** Students should answer the following quick question. Students may use these sentence patterns below as presented, modify them, or use their own language to communicate ideas clearly.
  - How will today’s activity of interpreting the rubric help you compose better writing this year?
  - Students might also think about and answer the following:
    - What major differences do you see between the score you gave yourself and the score given by your teacher?
    - Why do you think these scores differ?
- To enhance this learning with technology, students could use Socrative to post and share their answers.

---

**Ongoing Standard for Discussion of Essential Questions**

**SL.7.1:** 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.

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4. **Introduce the Unit and Essential Questions**

- **Learning Objective:** Students will be able to:
  - Demonstrate understanding of the learning focus of the unit by sharing possible answers to the unit’s essential questions.
    - How do authors make characters and events believable?
    - What are the techniques of narrative writing?

- **Activities**
  - The teacher should post the topic and essential questions of the unit on an anchor chart or a Padlet.
  - To begin thinking about the essential questions, students might independently review and write some quick notes and/or answers to them.
  - Students could work in pairs to discuss possible answers to the essential questions using Three-Step Interview provided in the Structured Student Talk document.
    - Students could use the essential questions discussion frames to guide this activity.
    - As the interviewer, one student should ask his/her partner the essential questions and pose questions about them. Interviewers should use question frames from the “Pose a Question” and/or the “Challenge an Idea” sections provided on the document.
    - The interviewee should answer the questions using frames from the “Present an Idea” and/or “Support Your Thinking” sections.
After a couple of minutes, the teacher should direct the students to switch roles.

Note: Students do not need to use all of the frames but should try to use one frame from each section during their discussion.

After students discuss the questions in pairs, they might pair with another pair of students and share the ideas they discussed.

After small group discussions, teachers could facilitate a whole class discussion and record students’ comments and/or questions about the questions on the anchor chart or Padlet. This chart could be referred to throughout the unit.

Check for Understanding

- Exit Ticket: Students should answer the following questions. To enhance this learning with technology, students could use Socrative to post their answers.
  - How well did you understand today’s material?
  - What did you learn in today’s class?
  - How do authors make characters and events believable?
  - What are the techniques of narrative writing?

Ongoing Standard for Literary Terms

L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5. Overview of Literary Terms

- Learning Objective: Students will be able to:
  - Demonstrate understanding of literary terms by completing a quizlet.

- Activities
  - The teacher could copy the Literary Toolbox for 7th grade on colored paper and hole-punch for all students to put into their notebooks for reference throughout the year or could digitally share the document through Google classroom.
  - The teacher could provide this Google Doc of the literary terms for students to add to and use throughout the year.
  - Teachers could use one of the following engaging and interactive Kahoot review activities of some key literary devices.
    - Literary Devices - In this activity, students will identify examples and/or definitions of the following literary devices: metaphor, hyperbole, personification, simile, allusion, assonance, consonance, alliteration, imagery.
    - Alliteration - This activity is an introduction to alliteration.
    - Sound Device - In this activity, students will identify examples and/or definitions of the following sound devices: diction, connotation, denotation, alliteration, assonance, consonance, and/or onomatopoeia.
  - Teachers could use one of the following engaging and interactive Zaption review activities of some key literary devices.
    - Figurative Language - This activity uses music videos to demonstrate hyperbole, onomatopoeia, idiom, metaphor, puns, alliteration, personification, simile, and allusion. While this activity uses memorable examples, the sound devices alliteration and onomatopoeia are incorrectly categorized as figurative language.
    - Figurative Language and other Literary Devices - This activity defines and provides examples and questions for the following terms: figurative language, simile, metaphor, personification, hyperbole, alliteration,
onomatopoeia, idiom, irony, verbal irony, situational irony, dramatic irony, imagery, foreshadowing, oxymoron, and paradox. While this activity is interactive and can be used as a review, the sound devices alliteration and onomatopoeia are incorrectly categorized as figurative language.

- Teachers could refer to Teachers Pay Teachers for some valuable resources to use with figurative language lessons. Search material created by Stacey Lloyd.

**Check for Understanding**
- Teachers could choose an eReading worksheet figurative language worksheet for students to complete.
- Students could complete this Quizlet which contains all of the terms from the Literary Toolbox for 7th grade. This quizlet could be reviewed by students throughout the year.

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**Ongoing Standards for Independent Reading**

**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.

**RL.7.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

---

6. **Independent Reading**

- **Each school needs to set their own expectations before school starts - Pre AP should have higher expectation requirements.**

  - **Learning Objective:** Students will be able to:
    - Demonstrate reading proficiency by self-selecting and reading texts independently throughout the year.

- **Activities**
  - Expectations for independent reading will vary among buildings and teachers, but this is a good time for teachers to:
    - Go over expectations.
    - Provide a list of novels.
    - Explain library procedures.
    - Establish assignment and grading expectations.

- **Check for Understanding**
  - The following links contain ideas that could be used as assessments of students’ reading of independent novels.
    - Oral Newspaper Leads
    - Ideas from Scholastic
    - 50 Alternatives to the Book Report
    - 300+ Ideas
  - A technology integration idea for independent reading might be to have students post at least one book recommendation a quarter in a Book Recommendations section of a teacher-created GooglePlus community for the class or building.
Suggested Timeline- Weeks 2 - 3

Ongoing Standards for Figurative Language, Rhyming, Repetition, and Structure

**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.

**L.7.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Focus Standards for Figurative Language, Rhyming, Repetition, and Structure

**RL.7.4:** 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.

**RL.7.5:** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.


- **Learning Objectives:** Students will be able to:
  - Demonstrate understanding of the use of figurative language and sound devices by explaining how the meaning of word(s) and phrase(s) and the repetition of sounds contribute to the meaning of the text.
  - Demonstrate understanding of how the structure of a narrative poem contributes to its meaning by identifying and explaining the narrative elements of the poem.

- **Suggested Text Selections**
  - "The Highwayman" by Alfred Noyes
    - Audio of poem
  - "Annabel Lee" by Edgar Allan Poe
    - Audio of poem
  - "Charge of the Light Brigade" by Alfred, Lord Tennyson
    - Audio of poem

- **Activities**
  - The teacher should have students use the Literary "Tool Box" to add appropriate literary terms such as pacing, exposition, action, rising action, climax, falling action, and resolution, alliteration, and repetition to the Google doc. Teachers should identify the terms for the lesson, and students should identify examples of each term from the poem.
  - **First read** - Students should silently read the selected narrative poem.
  - **Second read** - Teachers could play an audio of the poem to enable students to hear the effects of the sound devices.
  - **Third read** - Students should read and annotate the poem for the figurative language and sound devices. Annotation Tips and/or Annotating Poetry in a Close Read might provide teachers and students with annotation ideas. These ideas could be posted on an anchor chart for students to refer to throughout the year.
  - **Fourth read** - Students should read and annotate the poem for narrative elements.
  - Teachers could use or modify the provided questions to guide whole class and small group discussion. Teachers should model how to respond to these questions in a dialectical journal. Students should include stanza number and line(s) number(s) with their textual evidence.
■ **Text and Response**: Visual for how to set up a dialectical journal.
■ Lesson for using the Dialectical Journal format. This includes a list of ways to use dialectical journals.

**Questions:**
1. What does _____ (word/phrase) mean in stanza ______?
   ● What is the literal meaning of __________(word/phrase)? What is the connotative meaning of that same word as it is used in the stanza?
   ● What effect does the rhyme of this stanza have on the meaning of the poem?
   ● How does the author’s use of repetition of sounds impact the meaning of the poem?
   ○ Teachers and students should discuss how the narrative structure of this poem contributes to its meaning.
   ○ If using “The Highwayman” for the lesson, this [Thinglink Activity](#) could be used to provide background knowledge and technology-based activities.

- **Check for Understanding**
  ○ Students should answer 1 - 4 of the [provided questions](#) independently in the dialectical journal for at least one stanza of the poem
  ○ Students should explain how the impact of the story would have been different if it was structured as a short story instead of a poem. To enhance this learning with technology, students could use [Socrative](#) to post the explanation on an exit ticket.

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**Focus Standard for Thematic Statements**

**RL.7.2**: *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.*

## 8. Thematic Statements

- **Learning Objective**: Students will be able to:
  ○ Demonstrate knowledge of the theme by writing a thematic statement of a narrative poem with an explanation of how the author developed that theme.

- **Text Selection**
  ○ The narrative poem used in lesson #6.

- **Activities**
  ○ Teachers could begin the lesson with a technology-based interactive review of theme using this [Kahoot Theme Activity](#).
  ○ Teachers could make a copy of or digitally share this [theme study sheet](#) with students.
  ○ Teachers could facilitate a whole class discussion of theme and thematic statements using this [thematic statement presentation](#).
  ○ Students could work with a partner to complete this [theme worksheet](#). Students should write thematic statements for each short selection.

- **Check for Understanding**
  ○ Each student should write a response that includes a thematic statement for the narrative poem they read in the previous lesson with an explanation of how the author developed that theme.
    - Sentence frames are provided. They do not use both frames and do not have to use either frame if it limits their thinking. However, they may choose one or combine ideas from both.
To enhance this learning with technology, students could share their response on Today’s meet by writing the title and thematic statement of the narrative poem.

Focus Standard for Planning the Narrative and Compelling Leads

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.

9. Writing Mini-Lesson#1 - Planning the Narrative - Click the link to move to the Writing Mini-Lesson Section that is located at the end of the unit plan.

10. Writing Mini-Lesson #2 - Compelling Leads - Click the link to move to the Writing Mini-Lesson Section that is located at the end of the unit plan

Focus Standard for Phrases and Clauses

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.A: Explain the function of phrases and clauses in general and their function in specific sentences.

11. Language Mini-Lesson #1 Phrases and Clauses - Click the link to move to the Language Mini-Lesson Section that is located at the end of the unit plan.

Suggested Timeline - Weeks 3 - 5

Optional Text Selections - Historical Novels

- This is a list of options for class novel studies. Teachers can select from this list based on the availability and choice of novels at each school. Some resources are included for each novel. To enhance understanding of the novel, teachers should provide the historical background knowledge for the novel and author that will be studied.

- The Midwife’s Apprentice by Karen Cushman
  ■ Summary: “...spellbinding novel set in medieval England. The girl known only as Brat has no family, no home, and no future until she meets Jane the Midwife and becomes her apprentice. As she helps the sharp-tempered Jane deliver babies, Brat—who renames herself Alyce—gains knowledge, confidence, and the courage to want something from life: ‘A full belly, a contented heart, and a place in this world.’ Medieval village life makes a lively backdrop for the funny, poignant story of how Alyce gets what she wants.” (from Amazon)

- Resources: Lesson ideas and supplemental material are available in the following:
  - The Midwife’s Apprentice Online Resource - This site provides discussion questions, vocabulary, jeopardy review game, and an interactive site about the middle ages.
  - Medieval Times: The Middle Ages - This site contains a plethora of links of articles and activities to provide background for the setting of The Midwife’s Apprentice.
Chains by Laurie Halse Anderson

Summary: “If an entire nation could seek its freedom, why not a girl? As the Revolutionary War begins, thirteen-year-old Isabel wagers her own fight...for freedom. Promised freedom upon the death of their owner, she and her sister, Ruth, in a cruel twist of fate become the property of a malicious New York City couple, the Locktons, who have no sympathy for the American Revolution and even less for Ruth and Isabel. When Isabel meets Curzon, a slave with ties to the Patriots, he encourages her to spy on her owners, who know details of British plans for invasion. She is reluctant at first, but when the unthinkable happens to Ruth, Isabel realizes her loyalty is available to the bidder who can provide her with freedom.

From acclaimed author Laurie Halse Anderson comes this compelling, impeccably researched novel that shows the lengths we can go to cast off our chains, both physical and spiritual.” (from BookBrowse)

Resource
- In the Middle Curriculum Development provides some vocabulary and critical thinking questions for Chains in this document.

Shane by Jack Schaeffer

Summary: “The novel opens with the entrance of a mysterious stranger into the life of Joe Starrett, a moral, hardworking Wyoming farmer. The stranger reveals little about himself except that his name is Shane. Joe, however, trusts the man and offers to let him stay on the farm. Before long, Shane becomes a part of the household. To Joe, he is a worker and friend on whom he can rely. To Joe’s son, Bob, he becomes a hero. To Joe’s wife, Marian, Shane becomes a dear companion.” (from Pinkmonkey)

Resources
- The Best Notes provide chapter summaries, literary analysis, and study questions.

Ongoing Standards for Informational Text

**RI.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.

Focus Standard for Compare and Contrast Historical Account with Fictional Portrayal

**RL.7.9**: 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.

12. Compare and Contrast Historical Account with Fictional Portrayal

- **Learning Objective**: Students will be able to:
  - Distinguish the difference between a historical account and the fictional portrayal of that character by explaining why/how an author changed the facts of history with a fictional portrayal of the character.

- **Text Selection**
  - **Joan of Arc**
    - **Joan of Arc** by Diane Stanley (CC resource)
    - Joan of Arc in the 7th grade history book
  - **King Arthur**
- **King Arthur: The Once and Future King** - This short article investigates the history of the King Arthur Legend providing historical information and fictional background of the myth.
  - Robin Hood
    - **The History of Robin Hood from the BBC** - This article presents historical information about Robin Hood.
    - **The Real Robin Hood** - This is a 4 minute video from the History Channel.
  - *Favorite Medieval Tales* by Mary Pope Osborne (pages 60-66) - Fictionalized tale of Robin Hood.

**Activities**
- Teachers should facilitate a group discussion of the differences between the historical character and the fictional portrayal of that character.
- After group discussion of the historical facts and fictional portrayal, students should create a Venn diagram that outlines the similarities and differences between the fictional and historical accounts.

**Check for Understanding**
- **Exit Ticket**: Students could write a brief response to explain how the author changed at least one fact about history in the fictional portrayal of the character explaining why they think the author made the change. To enhance this learning with technology, students could use Socrative to post the explanation on an exit ticket.

13. **Novel Study - Background Information - Compare/Contrast Historical Context with Fictional Setting**

**Learning Objective**: Students will be able to:
- Demonstrate understanding of the historical context of the novel by listing ideas learned from informational text about the setting, time period, and place of the novel.

**Text Selection**:
- **Note**: Teachers should research and select informational text related to the selected novel. An option provided for *The Midwife’s Apprentice*.
  - *The Midwife’s Apprentice*
    - **The Horrible, Miserable Middle Ages** - This online picture book provides background information for *The Midwife’s Apprentice*.
      - **Note**: To access this online book, you will need to ask your instructional facilitator for the username and password.

**Activities**
- Teachers should choose informational text to introduce students to the historical context of the novel. Some options may be available in the resources provided above with each novel; however, teachers may need to search for material that is specific to the novel they are teaching so that students will be able to compare and contrast the fictional portrayal of the historic setting to the historical facts of the setting.
- Students could annotate key ideas in the text using Annotation Tips.
- In a dialectical journal, students could create a t-chart of ideas from the informational text. As they read the novel, they could add ideas to compare and contrast the fictional account to the historic facts of the time period and place.
- Students might complete a brief research of the historic setting of the novel on their own.
If reading *The Midwife’s Apprentice*, students could use this note taking tool to record background knowledge learned from *The Horrible, Miserable Middle Ages.*

**Check for Understanding**
- Using *Give One, Get One* provided in the *Structured Student Talk* document, students should record ideas learned from the informational text and share with other students in the class. Students should submit their notes from this activity to the teacher.

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**Ongoing Standards for Novel Study**

- **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.
- **L.7.4:** Determine or clarify the *meaning of unknown and multiple-meaning words and phrases* based on grade 7 reading and content, choosing flexibly from a range of strategies.
- **L.7.5:** Demonstrate understanding of *figurative language*, word relationships, and nuances in word meanings.

**Focus Standards for Novel Study**

- **RL.7.2:** 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.
- **RL.7.3:** Analyze how particular *elements of a story* or *drama interact* (e.g., how setting shapes the characters or plot).
- **RL.7.4:** 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.

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**14. Novel Study - Citing Evidence/Theme/Objective Summary/Interaction of Narrative and Literary Elements/Figurative Language**

- **Learning Objective:** Students will be able to:
  - Demonstrate understanding of the central idea of the novel and the specific details used by the author to convey this idea by writing an objective summary.
  - Explain how the author develops the theme throughout the novel by citing evidence of characterization and plot elements that demonstrate the theme or an universal truth.
  - Examine how the elements of a story (setting, plot, characters) interact by citing evidence of how they affect each other and contribute to the novel’s meaning.
  - Determine the figurative and connotative meanings of words and phrases by citing evidence of which words contribute most to the meaning or tone of the novel.

- **Text Selection**
  - The *class novel*

- **Activities** - Many of the following ideas have been adapted from ideas presented in *The Common Core Companion: The Standards Decoded* by Jim Burke.
  - Students should *determine the theme and central ideas of a text* by brainstorming and recording possible ideas and themes in their dialectical journal as they read each chapter. Teachers should model this activity for students by thinking aloud as they read and by recording possible ideas for one of the beginning chapters of the novel.
  - Students should use the key details to write an objective summaries of chapters.
Teachers could use this slideshow to provide definitions and examples of objective and subjective writings before students write an objective summary.

To write an objective summary, students could skim a chapter that was just read to get the gist of the more important ideas and then list these ideas in order. Students should narrow the ideas to the ones that are most important based on the author’s presentation of the ideas and then only include those in their objective summary.

Students could use this T-chart graphic organizer to identify key ideas and use them to write an objective summary.

- Students should use the Literary "Tool Box" to add appropriate literary terms to the literary Google doc.
- The teacher and students should maintain a dialectical journal of textual evidence of various narrative elements. The teacher should use his/her own dialectical journal to model each of the following before students collaboratively and independently compile textual evidence of each element. Students could use these sentence starters to write quotes and commentary of each element.

Characterization of characters

- Students could use STEAL strategy to analyze the characters of the novel. Students should find and record textual evidence of each of the following:
  - Speech/What does the character say?
  - Thoughts and dreams of the character
  - Effect of characters on others
  - Actions of the character
  - Looks of the character

A timeline of the story that sequences the events

- Students could note the most significant events by how the author deals with these events. How often is the event referred to as the novel progresses? Students might use sticky notes to mark each time an event is repeated.
- Students could note how the setting and characters affect the plot and how the plot affects setting and characters. How do these interactions contribute to the meaning of the story?
- Students should recognize and record repeating ideas, events, and words in their dialectical journals as possible signals of the central idea or theme. They should note patterns.

Diction

- Students could note details/context clues such as explanations, synonyms, phrases, and clauses that authors use to clarify meanings of words. Students should be aware, however, that context clues sometimes can confuse instead of clarify. Teachers could complete a think aloud while reading to the class to show how to puzzle out a word or phrase.
- Students should note the figurative language and words with other connotative meanings and how the use of specific language contributes to the meaning of the text. Students should especially make note of repeated words or phrases to note if they have an “unifying theme.”
- Students should be guided to notice how the use of specific words create imagery, meaning, and tone.
To enhance learning with technology, teachers could use the following:

- Interactive **Kahoot** activities
  - **Characterization** - Introduce or review characterization techniques
  - **Diction** - Introduce or review diction
  - **Tone** - Introduce or review tone
- Interactive **Nearpod** lessons (The embedded lessons are created by LearnZillion)
  - **Grow Ideas about Character Traits** - Introduce character.
  - **Define Plot Elements of a Fictional Narrative** - Demonstrate how the author develops theme with narrative elements

**Check for Understanding**
- Students should record the central idea and the key details that convey that idea to write an objective summary of at least one chapter read each week by completing the T-chart graphic organizer.
- Students’ understanding of each literary element should be monitored by periodic checks of the dialectical journal entries.
- Teachers could use chapter and vocabulary quizzes that may be provided in online resources or may create their own.

**Focus Standard for Effective Use of Dialogue**

**W.7.3.B:** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

15. **Writing Mini-Lesson #3 - Effective Use of Dialogue** - Click the link to move to the Writing Mini-Lesson Section that is located at the end of the unit plan.

**Focus Standard for Sensory Language**

**W.7.3.D:** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

16. **Writing Mini-Lesson #4 - Sensory Language** - Click the link to move to the Writing Mini-Lesson Section that is located at the end of the unit plan.

**Focus Standard for Simple, Compound, and Complex Sentences**

**L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **L.7.1.B:** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

17. **Language Mini-Lesson #2 - Simple, Compound, Complex, and Compound-Complex Sentences** - Click the link to move to the Language Mini-Lesson Section that is located at the end of the unit plan.

**Suggested Timeline - Weeks 6 - 7**
Ongoing Standards for Novel Study

**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.

**L.7.4:** Determine or clarify the **meaning of unknown and multiple-meaning words and phrases** based on grade 7 reading and content, choosing flexibly from a range of strategies.

**L.7.5:** Demonstrate understanding of **figurative language**, word relationships, and nuances in word meanings.

Focus Standards for Novel Study

**RL.7.2:** 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.

**RL.7.3:** Analyze how particular **elements of a story** or drama interact (e.g., how setting shapes the characters or plot).

**RL.7.4:** 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.

Continue Novel Study Citing Evidence/Objective Summary/Interaction of Narrative and Literary Elements/Figurative Language - Click to refer back to the novel study lesson outline.

Focus Standard for Sequencing and Pacing Events with Transitions

**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**.

**W.7.3.B:** Use narrative techniques, such as dialogue, **pacing**, and description, to develop experiences, events, and/or characters.

**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.

18. **Writing Mini-Lesson #5 - Sequencing and Pacing Events with Transitions** - Click the link to move to the Writing Mini-Lesson Section that is located at the end of the unit plan.

Focus Standard for Reflective Conclusions

**W.7.3.E:** Provide a **conclusion** that follows from and **reflects** on the narrated experiences or events.

19. **Writing Mini-Lesson #6 - Reflective Conclusions** - Click the link to move to the Writing Mini-Lesson Section that is located at the end of the unit plan.

Ongoing Standard for Editing

**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 well purpose and audience have been addressed.
20. [Writing Mini-Lesson #7 - Editing] - Click the link to move to the Writing Mini-Lesson Section that is located at the end of the unit plan.

Focus Standard for Correctly Placed Phrases and Clauses

L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.1.C: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers

21. [Language Mini-Lesson #3 - Correctly Placed Phrases and Clauses] - Click the link to move to the Language Mini-Lesson Section that is located at the end of the unit plan.

Suggested Timeline - Week 8

22. [Common Writing Assignment] - Click the link to move back up to Stage 2 for the prompt and resources.

Writing Mini-Lessons

Use or modify lessons as needed to guide students toward mastery of the writing standards.

Ongoing Standards for Writing Lessons

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 well purpose and audience have been addressed.

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.

Focus Standards for Writing Lessons

W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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.

W.7.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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.

W.7.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.E: Provide a conclusion that follows from and reflects on the narrated experiences or events.

1. Planning the Narrative
● **Learning Objective:** Students will be able to:
  ○ Compose a plan for a narrative by referring to their pre-assessment essay to brainstorm character traits and plan event details for their story.

● **Activities**
  ○ The teacher should discuss the revision process and explain that students will be revising their pre-assessment throughout the quarter. Students should understand that revision is changing the content of a piece of writing by rewriting, rearranging, deleting, and/or adding words or phrases to make the product stronger.
  ○ Students should review the graphic organizer, [Planning Page for Narrative Stories](#) and should notice that this organizer will lead them to brainstorm for character traits, conflicts of the story, sensory imagery, and a sequence of events.
  ○ Teachers should review the “Development and Elaboration” and “Organization and Focus” criteria of the [Narrative Writing Rubric 6-12](#) because planning well for character traits, conflicts of the story, sensory imagery, and a sequence of events will enable students to “meet” (3) or “exceed” (4) the expectations of these criteria.
  ○ The teacher could use this example as a model of how to use the Planning Page for Narrative Stories to plan character traits, conflicts of the story, sensory imagery, and a sequence of events.
  ○ Teachers and/or students could choose to use one of these prewriting graphic organizers if the planning page is not preferred.
  ○ Students could use the following lists of words as they plan their narrative.
    ■ Character Traits
    ■ Character Traits List - More simplistic language
    ■ Sensory Words

● **Check for Understanding**
  ○ Students will complete a planning page based on their own pre-assessment narrative writing.
  ○ As students collaborate with peers and respond to teacher feedback, they should refer to this planning page as a guide for their revision of their essay throughout the unit.

2. **Compelling Leads**

● **Learning Objective:** Students will be able to:
  ○ Demonstrate that they can strategically engage readers by establishing a context and point of view and introducing a narrator in a compelling lead.

● **Activities**
  ○ Teachers should review the first criterion of the “Organization and Focus” category of the [Narrative Writing Rubric 6-12](#) because creating a compelling lead will enable them to “meet” (3) or “exceed” (4) the expectations of this criterion.
  ○ Students should read these 7 types of [Narrative Leads](#) - talking lead (dialogue), sound effect lead (action), exciting event (action), snapshot lead (description), question lead, and flashback lead.
  ○ Students could identify which type of lead their independent novel uses and discuss with a partner the effectiveness of that type of lead in getting their interest.
  ○ The teacher could select several novels with compelling leads for students to discuss using [Numbered Heads Together](#) provided in the Structured Student Talk document. Students should identify the type of lead and its effectiveness.
  ○ The teacher could use this example or create an example using one of the seven types.
Check for Understanding
- Students should refer to their planning page for guidance to revise the opening of their own pre-assessment. They should strategically collaborate with a partner on the best lead strategy for each of their pre-assessment narratives.
- For technology integration, teachers could create a Padlet on which students could share their lead. Students could vote on a class favorite and share it with other 7th grade classes.

3. Effective Use of Dialogue
- **Learning Objective**: Students will be able to:
  - Demonstrate that they can strategically engage readers by using correctly punctuated dialogue to develop experiences, events, and/or characters.
- **Activities**
  - Teachers should review the “Development and Elaboration” and “Organization and Focus” criteria of the Narrative Writing Rubric 6-12 with students because using dialogue to develop experiences, events, and/or characters will enable students to “meet” (3) or “exceed” (4) the expectations of these categories.
  - Teachers could provide these dialogue rules for students to review and refer to as they need to when creating dialogue.
  - Teachers could use this Punctuating Dialogue presentation to demonstrate the rules for writing correct dialogue.
  - The teacher could use this example or create an example of how to create and correctly punctuate dialogue.
  - To enhance learning with technology, students could:
    - Work with a partner to create dialogue with this interactive site, dialogue practice
    - Participate in this Kahoots interactive activity to practice Punctuation of Dialogue.

Check for Understanding
- Students should collaborate with a partner to add dialogue to their pre-assessment narrative that develops experiences, events, and/or character.

4. Sensory Language
- **Learning Objective**: Students will be able to:
  - Demonstrate that they can strategically engage readers by purposely choosing sensory language to convey experiences and events.
- **Activities**
  - Teachers should review the “Language and Clarity” criteria of the Narrative Writing Rubric 6-12 with students because purposely choosing sensory language to convey experiences and events will enable students to “meet” (3) or “exceed” (4) the expectations of this category.
  - Students could practice using sensory language by using this imagery graphic organizer to describe the grossest place they could ever imagine and then the most pleasant or enjoyable place they could ever imagine.
  - The teacher could use this example or create an example of how to choose sensory language for a narrative.
- **Check for Understanding**
  - Students should refer to their planning page for guidance to add sensory details to their own pre-assessment.
Students should collaborate with a partner to revise their pre-assessment narratives by adding sensory details. This list of Sensory Words could be helpful.

5. **Sequencing and Pacing Events with Transitions**
   - **Learning Objective:** Students will be able to:
     - Demonstrate that they can strategically engage readers by sequencing events of a story with effective transition words, phrases, and clauses.
   - **Activities**
     - Teachers should review the “Organization and Focus” criteria of the Narrative Writing Rubric 6-12 with students because sequencing events of a story with effective transition words, phrases, and clauses will enable students to “meet” (3) or “exceed” (4) the expectations of this category.
     - The teacher could use this example or create an example of how to use transitions to sequence events.
     - Teachers should provide these lists of transitions:
       - Transitions (page 3)
       - Using Transitions for all Modes of Writing (pages 9 and 10)
   - **Check for Understanding**
     - Students should refer to their planning page and use pages 9 and 10 of this resource, Using Transitions for all Modes of Writing to collaborate with a partner to use transitions to sequence the events of each of their pre-assessments.

6. **Reflective Conclusions**
   - **Learning Objective:** Students will be able to:
     - Demonstrate that they can strategically engage readers by writing a reflective conclusion.
   - **Activities**
     - Teachers should review the last criterion of the "Organization and Focus" category of the Narrative Writing Rubric 6-12 with students because writing a reflective conclusion will enable students to “meet” (3) or “exceed” (4) the expectations of this criterion.
     - Teachers should review the explanation of ending with a reflection from this online source with students.
     - Teachers could select and read endings of stories or novels that have reflective conclusions as models for students to imitate.
     - The teacher could use this example or create an example of how to write a reflective conclusion.
   - **Check for Understanding**
     - Students should refer to their pre-assessment narrative and collaborate with a partner to revise the conclusion so that it reflects the narrated experiences and impacts the reader with a satisfying ending.

7. **Editing**
   - **Learning Objective:** Students will be able to:
     - Strengthen their writing by self- and peer-editing.
   - **Activities**
     - The teacher should facilitate a brief class discussion on the process and purpose of editing so that students can understand that editing is correcting writing errors.
     - Teachers should review the “Conventions” criteria of the Narrative Writing Rubric.
The teacher might edit a student's paper to model the editing process.

**Check for Understanding**
- Students should use this checklist to self- and peer-edit their pre-assessment essay. Students should give special attention to punctuation of dialogue and to the use of and punctuation of a variety of sentences (S, CD, CX, and CD-CX).

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## Language Mini-Lessons

*Use or modify lessons as needed to guide students toward mastery of the language standard.*

<table>
<thead>
<tr>
<th><strong>Ongoing Standard for Academic language</strong></th>
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<tbody>
<tr>
<td><strong>L.7.6:</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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**★ Academic Vocabulary:**
- Teachers should refer to and use the following [vocabulary instruction](#) throughout the year.
- Teachers might refer to and use this [vocabulary list of words every 7th grader should know](#) throughout the year.
- Teachers may provide students with a list of academic vocabulary words they will need to know such as the [Literary Toolbox for 7th grade](#) and allow them to self-score themselves as follows:
  - 1) I have never heard or seen it.
  - 2) I have heard of it but don’t know it.
  - 3) I recognize it as somehow related to __________.
  - 4) I know it when I read it but not sure I can use it correctly when writing or speaking.
  - 5) I know it and can use it as a reader, writer, speaker, and listener.
- Students should continue to acquire and use accurate academic language and domain-specific words and phrases throughout the year.
  - Teachers and students can reference the [Literary Toolbox](#) throughout the year for terms and definitions and apply knowledge on the [graphic organizer](#).
  - Academic vocabulary can go on a Word Wall as terms are learned or expected to be used.
  - Teachers should regularly include [structured student talk activities](#) that provide opportunities for students to practice using academic language and domain-specific words in reading, writing, speaking, and listening.
  - If students demonstrate a lack of understanding of academic and domain specific vocabulary,
    - Teachers could design differentiated bellwork activities or mini-lessons around the literary terms that need the most focus.
    - Students could complete a [Frayer Model](#) for terms and vocabulary and to increase understanding.
    - Students could review this [Quizlet](#) of all terms from the Literary Toolbox for 7th grade.
Focus Standards for Language Lessons

**L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **L.7.1.A:** Explain the function of phrases and clauses in general and their function in specific sentences.
- **L.7.1.B:** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- **L.7.1.C:** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

### 1. Phrases and Clauses

- **Learning Objective:** Students will be able to:
  - Explain the function of phrases and clauses in general and explain their function in specific sentences.

- **Activities**
  - Teachers and students could review the definitions and examples of phrases and clauses with one of these Google Slide presentations.
    - **Clausess and Phrases Sentence Structure Lesson**
      - This Google Slide presentation includes practice exercises.
    - **Phrase and Clause PPT**
  - Students could refer to this [webpage](#) for more definitions and examples.
  - Teachers could have students search for phrases and clauses in their class novel emphasizing that a clause has a subject noun/pronoun doing a verb; however, a phrase may have nouns or verbals but **will not** have a subject noun doing a verb.
  - Teachers could use activities from *Sentence Composing for Middle School* by Don Killgallon to teach phrases and clauses and effective sentences.

*Note:* Instructional facilitators should be able to provide you with activities from this book if you do not have.

- Activity 4 on page 11 of Killgallon’s book presents scrambled sentence parts. Teachers could have students physically rearrange sentence parts by writing them on sentence strips and arranging them to create the best sentence.

- Students could digitally manipulate the phrases and clauses on this [Unscramble Sentences - Phrases and Clauses presentation](#) to create the best sentence. This [Student handout](#) accompanies the presentation. Teachers could copy and add to the presentation, and/or students could copy and add to the presentation. Following is an example of a scrambled sentence from this activity.
  - **when looking out of her window**
  - **was a hearse**
  - **the first thing she saw**

  Increase the difficulty of the activity by using a variety of sentence structures with phrases and clauses.

  - The teacher should have students discuss the purpose of each phrase and clause by having students discuss which group of words could stand alone as a sentence and what purpose do each of the phrases serve.

- **Check for Understanding**
  - Students could complete this [phrases and clauses online quiz](#).
2. **Simple, Compound, Complex, and Compound-Complex Sentences**
   - **Learning Objective:** Students will be able to:
     - Correctly use and punctuate simple, compound, complex, and compound-complex sentences appropriately to convey different relationships among ideas.
   - **Activities**
     - Teachers could use one of these presentations to demonstrate how to write all types of sentences and to demonstrate the way each conveys ideas differently. These presentations also provides opportunities for students to practice writing the various sentence types.
       - [Sentence Structure - Simple, Compound, Complex, and Compound-Complex Sentences presentation](#)
       - [Simple, Compound, and Complex Sentences presentation](#)
     - Students could practice combining sentences that are provided on this site.
     - Teachers could use this interactive Kahoots activity to review the differences between Simple, Compound, Complex Sentences.
     - Teachers could select a variety of sentences from stories or novels to demonstrate how authors use each sentence type for specific purposes.
   - **Check for Understanding**
     - Students could complete one of these quizzes of simple, compound, complex, and compound-complex sentences.
       - [Sentence Type Quiz](#)
       - [Sentence Structure Challenge](#)
     - Students could combine sentences provided on this site.
     - Students should refer to their pre-assessment narrative and collaborate with a partner to revise their sentences making sure they have a variety of sentences and have used the appropriate type of sentences in the appropriate places to convey the intended meaning.

3. **Correctly Placed Phrases and Clauses**
   - **Learning Objective:** Students will be able to:
     - Demonstrate the knowledge and ability to position phrases and clauses correctly and efficiently.
   - **Activities**
     - Teachers could use activities from Sentence Composing for Middle School by Don Killgallon to teach the correct and effective placement of phrases and clauses. **Note:** Instructional facilitators should be able to provide you with activities from this book if needed.
     - Teachers could have students physically rearrange sentence parts that are provided in Killgallon’s book by writing them on sentence strips and arranging them to create the best sentence.
     - Teachers and students could review these humorous examples of misplaced phrases and clauses and could rewrite some of the examples to convey the intended meaning.
       - [The best misplaced and dangling modifiers of all time](#)
       - [Funny dangling and misplaced modifiers](#)
   - **Check for Understanding**
○ Students could independently rewrite some of the examples from the above sites to correctly and efficiently revise them to convey the intended meaning.
○ Students could correct misplaced phrases and clauses on page 2 of this document.
○ Students should refer to their pre-assessment narrative and collaborate with a partner to revise their sentences making sure all phrases and clauses are positioned correctly and efficiently to convey the intended meaning.

**Suggested Timeline-Final Week**

*Note:* The final week of the unit will be differentiated for remediation or extension based on individual student needs.

**Remediation:**
Any student who turned in an essay or other unit work that did not meet expectations will receive feedback on specific areas of needed improvement and will be given additional time and scaffolding to proficiently complete the necessary work.

**Extension:**
Any student who has met expectations on the essay assignment and unit work could be assigned an extension activity. Extension ideas are listed below.

**Extension Ideas**

1. **Technology Integration:** Teachers may choose to use this final week to integrate the technology component of Stage 2.

2. Read “The Fight with Windmills” (Don Quixote) and come to class prepared with 4 thick questions to discuss the story in a Socratic Circle. Focus on theme and characterization of Don Quixote.

3. A young adult publisher has asked you to contribute to an anthology entitled, “Historical Fiction by Young Writers.” Create a historical fiction piece in which you describe life specific to a certain time period. Use your factual knowledge of the time period to make the piece believable and interesting to your audience.
   ● Checklist for narrative (story) will include:
   ○ Plotline plan/map as a prewrite (evidence of planning) – well-structured event sequences
   ○ Factual details of the time period
   ○ Character roles appropriate to time period
   ○ Multiple characters developed through characterization to include an antagonist and a protagonist
   ○ Setting—time and place
   ○ Dialogue
   ○ Stated or implied theme
○ Story transitions

4. **Dramatization of scene from texts** - Create a dramatization of one scene from the novel read during this unit. Write a script and perform it.

5. **Newspaper Activity** - After researching and reading non-fiction texts to gather historical facts about the time period of the novel read in this unit, students could create a class newspaper that includes sections such as lifestyle, religion, breaking news, health, comics, classifieds, etc. They should use facts that were gathered from the informational texts.

5. Create a *children’s book* using a specific time period as your setting. Incorporate vocabulary and background knowledge learned during this unit into your narrative. A [graphic organizer](https://example.com) is provided to organize ideas for this illustrated children’s book.