

Unit Plan- Short Story/Literary Elements

Class: 7th Grade Literature

Standards: *CCSS.ELA-Literacy.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.*

CCSS.ELA-Literacy.RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.7.6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Essential Questions/Established Goals (Standards):

Why do we study the short story?

What is learned from the character's conflicts, and how can this be applied to real life?

What effects do certain elements of fiction have on a story?

How do readers determine the message the author is trying to convey?

How can a certain point of view that a writer chooses influence a reader?

How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text?

How can point of view change the theme of a story?

KUDs (Know, Understand, and be able to Do):

Know

1. short story, narrator, conflict, character, protagonist, plot, climax, resolution, theme, characterization, mood, first/third person point of view, irony, foreshadowing, flashback, simile, personification, symbol, setting

Understand

1. All of the elements of a short story contribute differently to the story. Therefore changing any of the elements will affect and change other elements.
2. An author uses elements of the story to impact the reader.

Do

1. Identify character, setting, plot, conflict, and theme in a given short story.
2. Identify the narrator and point of view in a given short story.
3. Explain how changing a particular element of the story affects other elements of the story.
4. Discuss an author's use of literary devices in a story. (simile, personification, flashback, foreshadowing, irony, etc)

Assessments:

Short Story Elements test
Story comprehension quizzes
Story activities and questions
Station activity
Element presentation/project

Unit Plan- Word Meanings Class: 7th Grade Literature

Standards:

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Essential Questions/Established Goals (Standards):

How do context clues help discover the meaning of unfamiliar words?

How do context clues signal words assist in attaining the meaning of unfamiliar words?

How do you choose the correct meaning/usage of a multimeaning word by replacing the word in context with an appropriate synonym or antonym?

KUDs (Know, Understand, and be able to Do):

Know

1. Synonym, antonym, definition, context, opposite meaning

Understand

1. There are multiple ways a reader can use to figure out the meaning of a word.
2. A word can have multiple definitions.

Do

1. Identify words with similar and opposite meanings.

Assessments:

Vocabulary in Context for Common Core Standards 7th and 8th grade editions

Unit Plan- Drama Class: 7th Grade Literature

Standards:

CCSS.ELA-Literacy.RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CCSS.ELA-Literacy.RL.7.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

CCSS.ELA-Literacy.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.

Essential Questions/Established Goals (Standards):

How do I properly read and perform a Drama aloud?

What makes characters in historical fiction believable?

How and why do screenwriters and producers change an original story when making a film?

KUDs (Know, Understand, and be able to Do):

Know

1. drama, tragedy, comedy, social drama, dialogue, monologue, stage directions, actor, set, playwright, script, parts of stage

Understand

1. Authors change details from a historical time period and/or the story when writing a script or screenplay.
2. Stage directions give many details of the story elements.
3. Dialogue in a drama is essential to understanding characters and other story elements.

Do

1. Identify dialogue and stage directions in a drama.
2. Compare a literary work to a stage play and movie.

3. Evaluate an author's portrayal of a historical period.
4. Practice and perform a drama in front of an audience.

Assessments:

"A Christmas Carol" Play Rubric

Exit tickets and reflection responses

Unit Plan- Poetry Class: 7th Grade Literature

Standards:

CCSS.ELA-Literacy.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.

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

CCSS.ELA-Literacy.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.

Essential Questions/Established Goals (Standards):

Why do we study poetry?

How are poetic devices used to engage readers?

What effects do certain elements of poetry have on a poem?

How do readers determine the message the poet is trying to convey?

KUDs (Know, Understand, and be able to Do):

Know

1. Poetry, prose, poet, speaker, stanza, line, alliteration, assonance, consonance, rhyme, rhythm, meter, onomatopoeia, repetition, simile, metaphor, personification, hyperbole, imagery, narrative poetry, lyric poetry, ballad, epic, sonnet, haiku, free verse.

Understand

1. All of the elements of a short story contribute differently to the story. Therefore changing any of the elements will affect and change other elements.
2. An author uses elements of the story to impact the reader.

Do

1. Identify character, setting, plot, conflict, and theme in a given short story.
2. Identify the narrator and point of view in a given short story.
3. Explain how changing a particular element of the story affects other elements of the story.

4. Discuss an author's use of literary devices in a story. (simile, personification, flashback, foreshadowing, irony, etc)

Assessments:

Poetry Elements test

Station activity

Poetry Writing Activity

Narrative Poetry Writing

Unit Plan- Oral Tradition/Folk Tales

Class: 7th Grade Literature

Standards:

CCSS.ELA-LITERACY.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.

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.)

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Essential Questions/Established Goals (Standards):

Why do we study the short story?

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How do omniscient, first-person, and third-person limited points of view differ and what impact do they have on a reader's understanding of the text?

How can point of view change the theme of a story?

KUDs (Know, Understand, and be able to Do):

Know

Oral tradition, myth, folk tale, legend, fairy tale, tall tale, fable, theme, moral, hyperbole, personification, allusion, story teller, audience.

Understand

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Assessments:

Myth and Legend Questions

Folk Tale Compare/Contrast Essay

Fable Project

Fairy Tale Quiz

Discussion

Unit Plan- The Outsiders

Class: 7th Grade Literature

Standards:

CCSS.ELA-LITERACY.RL.7.6

Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

CCSS.ELA-LITERACY.RL.7.7

Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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Assessments:

Question/Vocab Assignments

Socratic Circle

Comprehension Quizzes

Movie/Novel Evaluation

Unit Plan- Author Study

Class: 7th Grade Literature

CCSS.ELA-LITERACY.W.7.2.B

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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Assessments:

Author Research Guide

Author Study Handout

Author Study Teaching Presentation