

# Unit 1-Realistic Fiction

Content Area: **English Language Arts**  
Course(s): **Language Arts 7**  
Time Period: **September**  
Length: **9 weeks**  
Status: **Published**

## Unit Summary

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This unit is a launch for the seventh grade year. Through it, students will learn and review reading strategies, as well as the structure and elements of a story. It serves as a springboard for understanding longer and more complex pieces and genres throughout the school year. Through a series of before, during, and after reading activities, students explore several short stories. Students will also produce several written response pieces to the texts and craft informational summaries. Through this unit, character education topics such as friendship, respect, and bullying will be discussed. **Within this larger unit, there will be a subunit focusing on the short story. In particular, short stories from a diverse group of authors will be incorporated. These authors include, but are not limited to Langston Hughes, Julia Alvarez, Amy Tan, Sandra Cisneros, Pam Munoz Ryan, Naomi Shihab Nye, and Gary Soto.**

## Standards

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LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.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.
LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.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.
LA.RL.7.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
LA.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).
LA.RL.7.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other

	information and examples.
LA.W.7.2.C	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.7.2.E	Establish and maintain a formal style academic style, approach, and form.
LA.W.7.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.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.
LA.W.7.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.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.
LA.W.7.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.7.3.E	Provide a conclusion that follows from and reflects on the narrated experiences or events.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.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.
LA.SL.7.1.B	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.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.
LA.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2.A	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
LA.L.7.2.B	Spell correctly.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.

TECH.8.1.8.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.D.CS2

Demonstrate personal responsibility for lifelong learning.

## Student Learning Objectives

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Students will learn to

- determine a central idea of a text and show how it is conveyed using details.
- determine themes within a text, and draw connections across texts. demonstrate comprehension, analysis, and evaluation of text and filmed versions of novels, short stories and plays.
- recognize an author's purpose.
- identify and describe the elements of good fiction, which include plot, character, setting, conflict, point of view, mood, tone, and theme.
- utilize textual evidence to support textual analysis.
- make reasonable predictions about what will happen next based on past events in the text.
- draw inferences about the text.
- create an objective summary which explains main ideas.
- analyze the fictional elements of a story and how they interact (eg. drive the plot forward)
- read, compare and contrast two or more realistic fiction works
- discuss the text in: pair discussions, small group discussions and large group discussions.
- compare and contrast a written version of realistic fiction work to its filmed version.
- read informational texts about topics relating to the fictional texts being read.
- utilize close, active reading strategies as presented through modeling to interact with an informational text.
- recognize differences in structure and features in fiction and non-fiction text.
- For all related writings, use appropriate technology and word processing programs.
- analyze and explore character traits, character change and themes within and among texts.
- craft analytical essays with strong and effective introduction, body and conclusion paragraphs.

## Essential Questions

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- How does realistic fiction speak to contemporary adolescent issues?
- How does a deeper understanding of the protagonist allow the reader to empathize with others' perspectives?
- How do the elements of fiction contribute to the reader's comprehension of a novel?
- What does it mean to be a friend? How can we show respect? Is "change" positive or negative?
- How can I analyze characters and determine theme?
- How do I read closely?
- How do authors create realistic, believable characters?

## Enduring Understandings

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- Students will understand that realistic fiction is a creative expression of lifelike people encountering lifelike problems.
- Students will understand that the characteristics of realistic fiction must accurately reflect an individual's engagement with society.
- Students will understand that an author's choices in the development of fictional elements contribute to a reader's comprehension of theme.

## Application

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- Students will be able to independently use their learning to think critically, analyze text and support their assertions with valid evidence.

## Skills

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Students will be skilled at:

- Determine a central idea of a text and show how it is conveyed using details.
- Determine themes within a text, and draw connections across texts.
- Demonstrate comprehension, analysis, and evaluation of text and filmed versions of novels, short stories, and plays.
- Recognize an author's purpose.
- Identify and describe the elements of good fiction, which includes plot, character, setting, conflict, point of view mood, tone, and theme.
- Utilize textual evidence to support textual analysis.
- Create reasonable predictions about what will happen next based on past events in the text.
- Draw inferences about the text.
- Create an objective summary which explains main ideas.
- Analyze the fictional elements of a story and how they interact (eg. drive the plot forward).
- Compare and contrast two or more realistic fiction works.
- Discuss the text in pair discussions, small group discussions, and large group discussions.
- Compare and contrast a written version of realistic fiction work to its filmed version.
- Analyze informational texts about topics relating to the fictional texts being read.
- Utilize close, active reading strategies as presented through modeling to interact with an informational text.
- Recognize differences in structure and features in fiction and non-fiction text.
- Utilize appropriate technology and word processing programs.
- Analyze and explore character traits, character change, and themes within and among texts.
- Craft analytical essays with strong and effective introduction, body, and conclusion paragraphs.