

**BUILDING  
BLOCKS OF  
SEVENTH  
GRADE  
READING**

# POETRY AND DRAMA

date:

## Objective(s):

Students will be able to examine the form or structure of a drama or poem contributes to its overall meaning and impact.

Students will be able to analyze the impact of rhymes and other sound repetitions in poetry or prose.

Students will be able to compare and contrast written stories, dramas, or poems to their audio, filmed, staged, or multimedia versions.

Students will be able to understand the meaning of words and phrases in a text

## Warm Up:

Begin by reviewing what a poem is and the parts of a poem. Remind the students that even though they have seen these words throughout the years at school that they might not have always taken a deeper role that they play into the meaning of a poem.

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Begin by introducing the to 2-3 age appropriate poems.
  - a. Highlight any areas where figurative language is used
  - b. Notate any poetic elements that the poet uses and discuss how to annotate and break down a poem for meaning.
2. Compare and contrast two of the poems
3. Move the class into discussing the genre of drama. Pose questions for them to answer in the chat such as:
  - a. What elements do you think this genre of writing has?
  - b. What other ways do we incorporate this genre into society as a whole?
  - c. What text features and elements do you think an author would use to enhance a poem?
4. After breaking down what drama is, read 2-3 short stories from this genre.
  - a. Continue to break down the text to analyze and annotate for the students. As you are focusing in on specific pieces of evidence and text, make sure to model your thinking as to why these are important elements.
  - b. If there is time, point out the grammatical structure of a poem with specific emphasis on how quotation marks are used and properly formatted.
  - c. Discuss how using dialogue adds to the overall theme of the drama and how it assists in bringing in the reader.
5. Use a Venn Diagram to compare two of the dramas to one another.
6. Have the student respond to the question "What similarities did you see in poetry and drama? What differences did you notice?"
7. Take one poem and one drama and compare the two together.
  - a. Remind the students that while stories, poems, etc., can have different main ideas and topics, they can also at times share the same theme. Determine if these pieces of literature share any of the mentioned areas of literature.
    - i. If they do - have the students explain why in the chat. If they do not - also have the students describe why in the chat.

## Closing (10 min):

Encourage the students to find ways that these two types of writing are incorporated into their everyday lives. Encourage them to also take the time to seek out these types of writing and further read and annotate them to become stronger readers.

# HISTORICAL FICTION

date:

## Objective(s):

Students will be able to compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.

Students will be able to cite historical resources to make connections between a specific time period and the story.

Students will be able to determine point of view.

Students will be able to explain how the point of view impacts the plot of the story.

## Warm Up:

In the chat, have students add a piece of historical fiction that they are familiar with. What time period was this captured during? What were the characters experiencing? Do they feel that this was well aligned with what was going on in history at that time?

## Useful Links:

## Instructional Time with Independent Practice (40 min)

1. Begin to define what historical fiction is for students and why authors chose to use this for their writing.
  - a. Review author's purpose for writing and how historical fiction could have a variety of different purposes in literature.
2. Give examples of pieces of historical fiction
  - a. Read 2-3 passages that were written using this genre.
    - i. As you are reading, have the students work with you to determine the time period that this story was set in.
    - ii. Once the time period and events have been made clear, show students how you can conduct research to learn more about this time period
      1. Have websites already pulled up that will allow you to quickly navigate to more information that relates back to the timeframe set in this story.
  - b. Complete the steps above for all passages that you have chosen to cover.
3. Demonstrate how someone would go about creating a piece of historical fiction to write about
  - a. Similar to above, have a specific period in time selected that you would like to navigate through and collect facts for to assist the students in learning the process of collecting research to build a plot line.
  - b. Create a character set during this time period
    - i. Review character traits and have the students list potential character traits that this character may need during the time period you are writing about
    - ii. Based on the research conducted, have them work with you to build a setting
      1. Where in the world would they be located?
      2. What would homes be like during this time?
  - c. Determine the point of view that this story would be written in
  - d. Begin to develop dialogue and a plot for the story.

## Closing (10 min):

Use the polling tool to check for understanding amongst the students. Encourage the students to pick a time in history that they are interested in and to create a character that they could write about living during this time period.

# SUMMARIZING

date:

## Objective(s):

Students will be able to create a summary of a larger piece of literature.  
Students will be able to select elements that are needed to create a summary.  
Students will be able to define the author's purpose for writing within their summarizations of a text.  
Students will be able to trace specific arguments in a piece of writing through summarization.

## Warm Up:

Why do people choose to summarize things? What purpose does this serve when trying to get someone to understand a topic?

Discuss how at times they will need to be able to apply the skill of summarization to ensure that they are getting their point across to those they are speaking to.

## Useful Links:

<https://www.youtube.com/watch?v=V-ki6TP4EYs>

## Instructional Time with Independent Practice (40 min)

1. Explain to the students that having the ability to summarize helps to be able to get the main point of the text across.
2. Just like when you are looking for details to outline the plot of a story, there are also pieces that you will look for to create a thorough summary that gives the reader exactly what they need to know while cutting out any extra details that might not be needed. Focus on the:
  - a. Who
  - b. What
  - c. Where
  - d. When
  - e. Why
  - f. How
3. Many times when writing answers for exams and tests, you will need to break down important ideas and make them into smaller bits so that the person grading the assessment knows that you understood the purpose of the text.
4. As a group, go through 4-5 passages. Practice:
  - a. Annotating the passages
  - b. Finding important details to get the main idea
  - c. Creating a detailed and compact summary that answers the questions that a reader may ask.

## Closing (10 min):

Using the polls within the session, check for understanding on how to come to the conclusion that they have written a proper summary. As the week progresses, tell them to be on the look out for writing that needs to be summarized - create a summary when they come across it!

# ARGUMENTATIVE WRITING

date:

## Objective(s):

1. Students will be able to write arguments that support claims with clear reasons and relevant evidence.
2. Students will be able to introduce their claim, acknowledge opposing claims, and organize their reasons and evidence in a logical manner.
3. Students will be able to support their claims with logical reasoning and relevant evidence from accurate and credible sources.
4. Students will be able to establish and maintain a formal writing style throughout their argumentative essays.=

## Warm Up:

Have students react in the chat if they have ever been in an argument or have debated someone! Discuss how when you are arguing or debating, it is best to make sure that your facts align with the argument that you are trying to make to ensure that your point is heard.

## Useful Links:

<https://www.youtube.com/watch?v=VZKUeEBryOk>

## Instructional Time with Independent Practice (40 min)

1. How does one go about picking a topic that they would be interested in defending in writing?
  - a. Discuss with the students how we can write these argumentative pieces about something that is meaningful to us that we would want to try to convince others about as well.
2. Using a preselected topic that is appropriate for the classroom, begin to discuss your point on why this is the argument that you would want to build.
3. It is important that once you have determined a topic, you begin the research process to be able to find others with a similar statement to make.
  - a. At this time, discuss finding resources and using citations within your writing to give credit to the people who you gained the information from.
4. As you grow your research, make sure to add it to an anchor chart that the whole class can see so that they can understand the development of research within argumentative writing.
5. Consider why someone might disagree with you. List these reasons on the anchor chart as well.
6. Introduce the structure of an argumentative piece of writing:
  - a. 5 paragraphs
    - i. An introduction with a hook and thesis statement
      1. Model how to create these and what they look like
    - ii. 2 body paragraphs defending your point
    - iii. 1 body paragraph highlighting any arguments someone might make against you with reasoning to back your claims towards why they are incorrect
    - iv. A closing paragraph where you can summarize your argument as a whole and make any closing remarks
7. Model the process for building the paragraphs mentioned above with an outline. Add in pieces of evidence that you found during your research that supports the claims that you are making and why they are valid pieces of information to include.

## Closing (10 min):

Ask students what they would write their argumentative pieces on and WHY in the chat. Use the polling feature within the class to check for student understanding of the topics.