

3rd 6 Weeks Overview

Grade 7 Genre: Drama and Poetry

This unit bundles student expectations that address a study of literary works, specifically drama and poetry. These genres represent creative writing and narratives that include literary elements and devices. Readers read and experience poetry and drama as art forms that provide insight into diverse perspectives about the world.

In Unit 2A, students read, analyzed, and applied author's craft to original literary texts (fiction and literary/narrative nonfiction). They also focused on the importance and benefits of interacting with a text and analyzing different interpretations and opinions about a text, including using context and print/digital resources to help determine the meaning of unfamiliar vocabulary. They have also utilized the Writing Process while crafting original texts, developed vocabulary, and practiced collaboration and discussion skills.

In Reading, students read, respond to/write about, and discuss multiple poems and scenes from plays while employing strategies to support comprehension such as interacting with the text through notetaking and annotations. Students analyze the concepts of author's message (theme), author's purpose, and audience as well as genre characteristics and author's craft, including literary elements, literary devices, genre characteristics, and the relationship between these features. Students also utilize text evidence to support their inferences. Students read a variety of texts representing different structures in order to understand the impact literary elements and devices have on the authors' messages. Students then utilize these elements and devices of author's craft in their own writing.

In Collaboration, students engage in discussion to develop a deeper understanding of poetic and dramatic texts by sharing their own analysis of a text using textual evidence and responding to the perspectives and analyses of others. Students confer with peers to help each other as writers as they engage in a writing community.

Misconceptions and Mistakes

- Some students may think topic and theme are the same thing.
- Some students think that poetry must always rhyme or follow a specific pattern.
- Some students may think that the poet and the speaker in the poem are always the same.
- Students may not understand the importance of graphical elements in conveying the message of a poem.
- Students may not understand the significance of information presented in stage directions and other bracketed information when reading dramatic scenes and plays
- Some students may think that mood and tone are the same thing.

Important Dates	Teaching Resources
<ul style="list-style-type: none">● November 4th beginning of 3rd six weeks● November 5th no school election day● Thanksgiving week Nov 25th - 29th● Benchmark week December 9-13th● December 19th end of six weeks	<ul style="list-style-type: none">Literacy Block BreakdownAcademic VocabularyLead4wardStimulus/VisualThinking Stems2023 STAAR Question StemsFormative Assessment ListRACE RubricRACE ExemplarECR RubricECR ExemplarSchool Calendar6th Grade Task Cards ResourcesWriting ExpectationsWriting Stations Ideas

Poetry					
Week 1	Monday November 4, 2024	Tuesday November 5, 2024	Wednesday November 6, 2024	Thursday November 7, 2024	Friday November 8, 2024
TEKS	7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	LAN Teacher Day Off Election Day	7.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	7.8(B) analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone
Student Objective	Students will be able to describe how the author's use of figurative language achieves specific purposes by making inferences.		Students will be able to describe how the author's use of figurative language achieves specific purposes by making inferences.	Students will be able to analyze the effect of rhyme, meter, or graphical elements in poems by making inferences.	Students will be able to analyze how the author's use of language contributes to mood, voice, and tone of the poem by making inferences.
Warm-Up	Poetry WARMUP		Poetry warmup	Poetry warmup	Poetry warmup
SCQ	<p>POETRY The Earthquake rumbled And rumbled And rumbled And then he bumped. And everything tumbled— Bumpy bump! Thumpy bump! Rocks and pebbles all in a lump!</p> <p>On, what a crash! "How could I ever be so rash?" The earthquake cried. "What under the sun, How I gave and cared I never before was so mortified!" Then down he fell, And groined at the spot. "The corner of my necking before I thost!"</p> <p>The poet uses personification throughout the poem to convey that the earthquake -</p> <p>was not invited to stay. believes he was only trying to help wants to make up for his mistakes. did not help to cause so much damage</p> <p>The final line explains which theme?</p> <p>People should be more aware of their surroundings. Nature can provide perspective on life. Sometimes accidents can happen. People should be more forgiving.</p> <p>Short Answer: What message is the poet trying to convey?</p> <p>2</p>		<p>POETRY A Dream by Thomas Moore</p> <p>I thought this heart unkindly lay On Cupid's burning shrine; I thought he stole thy heart away, And placed it near to mine.</p> <p>I saw thy heart begin to melt, Lie low before the sun, Till both a glow congenial felt, And mingled into one!</p> <p>The simile in line 4 helps the reader understand that the heart -</p> <p>is melted and changed is unfeeling like ice is now be used</p> <p>The title leads the reader to believe that the poet -</p> <p>dreams about Cupid believes one day he will change had a dream about his heart hopes to break in return</p> <p>Short Answer: Why does the poet use the word "mingled" in the final line?</p> <p>6</p>	<p>POETRY A Night Storm by Elizabeth Lennox</p> <p>Oh, city, when grey stormy hands have swoon With yellow, cold, and shivering down, Out of the dark thy windows dim and many Chattered across the water, beyond the noise, Some entrance the face watch sweep and moan, From whose grey folds the deep white snow is blown In desperate gust, that flits off and is gone, Dense as night's darkness round thy tower of stone.</p> <p>The second stanza is about -</p> <p>rain poverty searching pain</p> <p>The words "moon" and "light" highlight the -</p> <p>intensity of the storm address of the speaker darkness in the city need to seek shelter</p> <p>Short Answer: What do you think the poet is trying to say?</p> <p>15</p>	<p>POETRY Afternoon on a Hill By Ellen St. Vincent Milroy</p> <p>I will be the gladdest thing Under the sun! I will touch a hundred flowers And not pick one, I will look at cliffs and clouds With quiet eyes, Watch the wind bow down the grass, And the grass rise, And when lights begin to show Up from the town, I will mark which must be mine, And then start down!</p> <p>Which theme is explored in the poem?</p> <p>We must always remember our duty. Things are more beautiful outside. Nature can calm you down. It is okay to sometimes escape life.</p> <p>Which mood best fits the poem?</p> <p>cheery eager peaceful sadness</p> <p>Short Answer: How does the poem make you feel?</p> <p>5</p>

Poetry/Drama					
Week 2	Monday November 11th	Tuesday November 12th	Wednesday November 13th	Thursday November 14th	Friday November 15th
TEK	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone	7.9(F) analyze how the author's use of language contributes to mood, voice, and tone	7.9(A) explain the author's purpose and message within a text	7.7(D) analyze how the setting influences character and plot development	7.7(D) analyze how the setting influences character and plot development
Student Objective	Students will be able to analyze how the author's use of language contributes to mood, voice, and tone of the poem by making inferences.	Students will be able to analyze how the author's use of language contributes to mood, voice, and tone of the poem by making inferences.	Students will be able to explain the author's purpose and message within a poem by making inferences.	Students will be able to analyze how the setting influences character and plot development by making inferences.	Students will be able to analyze how the setting influences character and plot development by making inferences.
Warm-Up	Poetry warmup	Poetry warmup	Poetry warmup	Drama warmup	Drama warmup
SCQ	SCQ	<div data-bbox="625 657 949 863" data-label="Complex-Block"> <p>POETRY Luther King by Zick</p> <p>The reader can conclude that the poet sees Martin Luther King as:</p> <p>North Brave, Confident, Bold Dad of Benito, Dexter, Yolanda, and MUK II. Son of M.L.K. and Alberta Williams Freedom for all Happiest, Inequality Luther No change, Violence Led the Montgomery Bus Boycott, 1st president of the S.C.C.C. led the Birmingham campaign Freedom, equality, no racism Chicago, Montgomery, Atlanta, Pennsylvania King</p> <p>A. desire for life B. eagerness for change C. need for help D. direction to family</p> <p>Short Answer: How does the poem make you feel?</p> <p>1</p> </div>	<div data-bbox="976 657 1299 863" data-label="Complex-Block"> <p>POETRY Aboard of a Ship's Helm by Walt Whitman</p> <p>Aboard, off a ship's helm, A strong beamman, steering with care, A bell through fog on a sea-coast dimly ringing, An ocean bell—O a warning bell, rick'd to the waves, O you give good notice indeed, you bell by the sea-coast ringing, Ring, ring, to warn the ship from its wreck place, Far, as on the deck, O steersman, you mind the bell's direction (control), The lower turn—the freighted ship, backing, speeds away under the gray sky, The beautiful and noble ship, with all her precious wealth, speeds away gaily and safe, But O the ship, the immortal! O ship aboard the ship! O ship of the body—ship of the soul—voyaging, voyaging, voyaging.</p> <p>The bell is ringing to - A. tell of a need to turn around for safety B. show the ship how to reach the harbor safely C. warn the ship from their approach dangerous waters D. tell the ship they are near a reef that could cause a wreck</p> <p>The poet uses the bell as a symbol for the - A. uncertainty of the sea B. dangers in the life of a young seaman C. decisions we have to make in life D. exciting things that come up in life</p> <p>Short Answer: What do you think the poet is saying in the final line?</p> <p>3</p> </div>	SCQ	SCQ

	Drama				
Week 3	Monday November 18th	Tuesday November 19th	Wednesday November 20th	Thursday November 21st	Friday November 22nd
TEK	7.7(D) analyze how the setting influences character and plot development	7.7(D) analyze how the setting influences character and plot development	7.8(C) analyze how playwrights develop characters through dialogue and staging	7.8(C) analyze how playwrights develop characters through dialogue and staging	7.7(A) infer multiple themes within and across texts using text evidence
Student Objective	Students will be able to analyze how the setting influences character and plot development by making inferences.	Students will be able to analyze how the setting influences character and plot development by making inferences.	Students will be able to analyze how playwrights develop characters through dialogue and staging by making inferences.	Students will be able to analyze how playwrights develop characters through dialogue and staging by making inferences.	Students will be able to infer multiple themes within a play using text evidence.
Warm-Up	Drama warmup	Drama warmup	Drama warmup	Drama warmup	Drama warmup
SCQ	SCQ	In what way does the setting affect the growth/development of the main character? RACE	SCQ	SCQ	SCQ What is the central theme of this Drama? RACE

Week 4	Monday December 2nd	Tuesday December 3rd	Wednesday December 4th	Thursday December 5th	Friday December 6th
TEK	Review Fiction Characteristics	Review Non-Fiction Characteristics	Review Poetry Characteristics	Review Drama Characteristics	Pre-Student Data Conferences <ul style="list-style-type: none"> ● Use LAN Data Tracker to drive Data Conferences ● Review Student Target ● Review Amount of Benchmark Questions ● Review questions needed to meet the Target ● Review High Leverage Strategies
Student Objective	The teacher will conduct small group rotations of Fiction low SCQ's based on 1st Six Weeks Assessment <ul style="list-style-type: none"> ● Alejandro-Mace 1st Six Weeks Assessment Low Performing Teks ● Wyatt 1st Six Weeks Assessment Low Performing Teks ● Smith 1st Six Weeks Assessment Low Performing Teks ● Hatton 1st Six Weeks Assessment Low Performing Teks 	The teacher will conduct small group rotations of Non-Fiction low SCQ's based on previous 2nd Six Weeks Assessment	The teacher will conduct small group rotations of Poetry low SCQ's based on this past weeks SCQ's.	The teacher will conduct small group rotations of Drama low SCQ's based on this past weeks SCQ's.	
Warm-Up					
SCQ	Re-teach of low SCQ's				

Week 5	Monday December 9th preview	Tuesday December 10th ELAR shut down	Wednesday December 11th Math Shut Down	Thursday December 12th Benchmark review	Friday December 13th data
TEK	Benchmark Test Review			Benchmark Test Review	Post-Student Data Conferences <ul style="list-style-type: none"> ● Review Student Target ● Review Benchmark Score ● Review Plan for support <ul style="list-style-type: none"> ○ Small Group ○ Targeted Stations ○ Homework Practice
Student Objective					
Warm-Up					
SCQ					

	Student RE-DO ECR from Benchmark IF they scored a 5 or below				
Week 6	Monday December 16th	Tuesday December 17th	Wednesday December 18th	Thursday December 19th	Friday December 20th
TEK	7.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interest	7.10(B) develop drafts into a focused, structured, and coherent piece of writing by: including and introduction, transitions, coherence within and across paragraphs and a conclusion	7.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety	7.10(D) edit drafts using standard English conventions, including:(Di, Dii, Diii, Div, Dv, Dvi, Dvii, Dviii)	Teacher Prep
Student Objective	SWABT construct a first draft by analyzing the prompt of an ECR	SWABT develop a draft based on the analysis of the text and prompt of an ECR	SWABT revise their writing by analyzing of the text and ECR prompt	SWABT edit their writing by analyzing of the text and ECR prompt	
Warm-Up	Daily Edit/EW Warmups				
SCQ	ECR Check Prompt rewrite	ECR check 2-3 main ideas that answer the prompt	ECR check Controlling idea	ECR check Conclusion	