## 7th Grade English Language Arts
### Unit 3: Analyzing an Author’s Craft and Structure

<table>
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<tr>
<th>Anchor Text(s)</th>
<th>Collection of Short Stories</th>
<th>Pacing</th>
<th>3 weeks</th>
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### Unit Overview

During this unit, students will read a collection of short stories to investigate the intentional choices authors make when writing. The stories and teaching points from this unit invite students to dive deeply into the “Reading Literature” Standards 3-6, with a heavy focus on author's craft and structure. Instead of focusing solely on what authors are trying to say, this unit challenges students to think about how authors wrote their stories, and why they made particular choices. Through repeated and purposeful close readings of each story, students will analyze:

- how narrative elements (conflict, setting, plot, characters) interact *(RL.3)*
- the author’s choice of words, and their figurative and connotative meanings *(RL.4)*
- the purposeful structure of stories, and how that structure can reflect meaning *(RL.5)*
- the development of a character's or narrator's point of view, and how it contrasts with the POV of other characters *(RL.6)*

Students will read a total of four stories, each of which students will read multiple times across class periods, each time for a new purpose *(as is outlined in the Weekly Overview)*. These particular stories were selected because they have many layers of meaning that require multiple reads to uncover, and because their authors made intentional "craft and structure" moves that provide excellent opportunities for teaching and analysis. These stories, which will be read in this order, are “All Summer in a Day” by Ray Bradbury, “What Do Fish Have to Do With Anything?” by Avi, “The White Umbrella” by Gish Jen, and “Names/Nombres” by Julia Alvarez.

In addition to analyzing each story as a complex piece of literature, we will also use this unit’s stories as “model texts” and inspiration for student writing. In lieu of a culminating performance task, students will complete a series of shorter “Narrative Writing Tasks,” which require students to continue, adapt, or build upon a story they’ve already read and analyzed. The phrasing and demands of these writing prompts match the rigor and task types of PARCC, based on recently released test items. Ideally through modeling and repeated practice, students will build greater familiarity and proficiency with narrative form and its unique elements.
## Unit 7.3: Analyzing an Author’s Craft and Structure

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<th>Essential Questions</th>
<th>Genre and Standards-Based Vocabulary</th>
<th>Cutting to the Core</th>
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| I. What intentional choices do authors make while writing? How do these choices around craft and structure help authors convey their story's meaning? | • Word choice (diction)  
• Style  
• Author's craft  
• Structure  
• Dialogue  
• Point of view  
  - First-person  
  - Third-person limited  
  - Third-person omniscient  
• Format  
• Connotation  
• Figurative language  
• Literal  
• Character development  
• Situation  
• Context  
• Setting  
• Conflict (internal and external)  
• Interpretation  
• Plot  
• Exposition  
• Intentional  
• Description  
• Sensory details/imagery  
• Narrative elements | I: Building knowledge through content-rich nonfiction and informational texts  
- “Students need to be grounded in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers” |
| II. How does an author's language and word choice affect our understanding of events, characters, and situations? | | II: Reading and writing grounded in evidence from the text  
- “Quality text-based questions, unlike low-level "search and find" questions, require close reading and deep understanding of the text” |
| III. What intentional choices do authors make when building a structure for their story? Why is analyzing structure important? | | III: Regular practice with complex text and its academic vocabulary  
- “The ability to comprehend complex texts is the most significant factor differentiating college-ready from non-college-ready readers. This shift toward complex text requires practice, supported through close reading” |
| IV. How do authors develop multiple characters’ personalities and points of view? How does the narrator’s point of view influence the flow of information and affect the reader's experience? | |
# Unit 7.3: Analyzing an Author’s Craft and Structure

**Common Core State Standards** *(Including how the standards progress across grade levels)*

<table>
<thead>
<tr>
<th>W.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</th>
<th>RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</th>
<th>RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</th>
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<tr>
<td>W.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</td>
<td>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.</td>
<td>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</td>
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<tr>
<td>W.6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</td>
<td>RL.7.5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</td>
<td>RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</td>
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<tr>
<td>W.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.</td>
<td>RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</td>
<td>RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</td>
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<tr>
<td>W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
<td>W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</td>
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| - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.  
- Provide a conclusion that follows from the narrated experiences or events. | - 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.  
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.  
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.  
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  
- Provide a conclusion that follows from and reflects on the narrated experiences or events. | - 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.  
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  
- Provide a conclusion that follows from and reflects on the narrated experiences or events. |

| W.6.5: 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. | 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.8.5: 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. |
"All Summer in a Day" takes place on the planet Venus in a future world where people have come to set up a civilization. On the planet Venus, as imagined by the author, the sun appears for only two hours every seven years. The rest of the time, people live in a constant state of torrential rain and darkness. As the story opens, a class of nine-year-olds eagerly awaits a brief glimpse of the sun, especially one student named Margot. We discover that Margot is different from her classmates in a number of ways, which makes her susceptible to their bullying. When the teacher is out of the room, conflict builds until there is a power struggle with terrible consequences for Margot.

I. Text Complexity: This story's genre (science fiction – it's set on the planet Venus) presents its biggest challenge, as students must understand the impact this setting has on characters. Once students understand that the sun appears only once every 7 years in this place, and they consider how this might affect someone who lives there, the rest of the story should be accessible.

II. Big Ideas/Themes: This story's big ideas include isolation, power, and bullying. It illustrates the cruelty that can develop within a group when interacting with someone who's an “outsider.”

III. Text Structure: The author tells the story using third-person limited narration. We have access only to Margot's internal thoughts and perceptions, but we witness the actions and words of the other characters. The structure alternates between vivid descriptions and sections of dialogue that reveal the growing conflict between Margot and her classmates, particularly with one boy named William. There are moments when we learn of Margot's past, but most of the story takes place across a period of 2-3 hours.

IV. Real World Connections: The ideas of feeling like an “outsider” (in a class or social group), or feeling like you're different from everybody else, may be something students can relate to at this time in their lives. They will also connect to the events around bullying, and hopefully the story will further open their minds to the dangerous consequences of this behavior.

IV. Potential Challenges: Understanding the story's setting on Venus (and the weather patterns) may be challenging for students initially. Showing pictures or visuals will be helpful. Students may also need support unpacking the rich, vivid descriptions and the meaning of figurative language.
“What Do Fish Have to Do With Anything?” by Avi

This story follows Willie, a young and curious boy, as he learns lessons about happiness and thinking for yourself through interactions with a homeless man he meets outside of his apartment building.

In the beginning of the story, we learn that Willie’s father abandoned the family six months ago because he was “unhappy.” Willie now lives with his mother, who now supports the family by working nights at a convenience store. One day as they are walking home from school, Willie sees a homeless man near their building, and his mother forbids him ever to look at or speak to the man. Willie is not satisfied with his mother’s explanation as to why he’s not allowed to talk to this man, so Willie sets out to get to know him on his own. He also sets out to find the “cure for unhappiness” that he sees everywhere. Through his interactions with this man, a contrast to his conversations with his mother, Willie learns what it means to take the time and energy really to see people for who they are, and to think for yourself despite what society says.

The story's unusual title refers to a lesson in school Willie refers to multiple times throughout the text. This repeated reference reveals the story's central themes about opening our eyes to see for ourselves.

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<th>Important Considerations for Instruction</th>
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<tr>
<td><strong>I. Text Complexity:</strong> The story's structure and vocabulary are not particularly challenging, but its themes are more complex and nuanced. Students will need to understand the symbolism of the fish in order to access these themes fully.</td>
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<td><strong>II. Big Ideas/Themes:</strong> The biggest idea that emerges from this story is that it's better to think for yourself (and take the time to “see” something clearly) than to assume something is true because that's what society says. A negative attitude and an unwillingness to be open-minded can make you blind. <em>(The fish serves as an extended metaphor for this type of person, like Willie’s mother.)</em> The author also considers what it means to be “happy.”</td>
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<td><strong>III. Text Structure:</strong> This story is narrated from a third-person limited point of view (focused on Willie), but readers can infer the man's and Mrs. Markham's points of view from dialogue and descriptions. The events are chronological and follow the main character as he changes, grows, and learns from the people he interacts with.</td>
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<td><strong>IV. Real World Connections:</strong> This story's themes and ideas are very relatable for a middle school audience. Willie is a middle school student who is struggling to distinguish his own beliefs from his parents' beliefs and assumptions, which is something that all teenagers experience at some point. Students can make text-world connections by reflecting on how the characters perceive homelessness in order to evaluate what it means to treat all people with dignity and respect.</td>
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<td><strong>IV. Potential Challenges:</strong> Students may initially struggle to make the connection between the repeated reference to the fish and the story's central messages, but they will better understand this through repeated readings and analysis, particularly on Day 3 of our study of this story. It may also be challenging for students to read and reflect on characters’ perceptions of homelessness, and the reality of how this plays out in our world today.</td>
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### "The White Umbrella" by Gish Jen

The narrator of *The White Umbrella* is a Chinese American girl who struggles with feelings of embarrassment and longing to be like others. This includes embarrassment over her own immigrant mother, and jealousy of a classmate, Eugenie Roberts, whom she observes at her weekly piano lessons. When the narrator’s piano teacher gives her a beautiful white umbrella, she wishes her teacher were her mother. After a minor car accident, she realizes how much she loves her mother and how misaligned her priorities are. She frees herself from guilt by throwing away the umbrella that had come to represent her misdirected feelings.

### Important Considerations for Instruction

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<thead>
<tr>
<th>I. Text Complexity: This story is appropriately complex for 7th grade readers. It has some figurative language that students will need to interpret, but otherwise the narrative structure and plot are straightforward and accessible to students.</th>
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<td>II. Big Ideas/Themes: This story teaches that comparing ourselves to others can make us question who and what we are, creating embarrassment for those aspects of our lives in which we feel different and inferior. These feelings can make us try to remake ourselves into people we are not, an experience that frequently results in shame or guilt. Instead of worrying about what others think of us, we should be appreciative and supportive of family and our own experiences.</td>
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<td>III. Text Structure: The author tells this story from first-person point of view, allowing readers access into the narrator’s deepest feelings of embarrassment, shame, and guilt. It follows a traditional story structure developed around a central conflict (her embarrassment of her mother and jealousy of Eugenie Roberts). Events are told chronologically, although different amounts of time pass between each significant event.</td>
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<td>IV. Real World Connections: Most children can relate to some contradicting feelings of embarrassment and love towards their parents. They also may connect to the narrator's feelings of self-consciousness, and the tension between what she truly feels and how she tries to present herself outwardly.</td>
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<td>IV. Potential Challenges: The narrator tells lies throughout the story in order to cover up the parts of her life that she is ashamed of. Students will have to analyze her motivations for lying to understand where she’s coming from and how this develops the plot. They should also recognize the white umbrella as an object with symbolic meaning that grows and changes throughout the story.</td>
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### "Names/Nombres" by Julia Alvarez

In "Names/Nombres," Julia Alvarez recalls her family's early years as Dominican immigrants in America. She describes her reactions to the mispronunciation of her family members' names. Eager to fit into school, Alvarez allows herself to be called American names and nicknames. Although proud of her heritage and native language, young Alvarez struggles to fit in.

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<tr>
<td>I. Text Complexity: The structure and vocabulary in this story make it complex. The narrative does not follow a traditional story structure, so students will need support noticing when time jumps or the anecdote shifts.</td>
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<td>II. Big Ideas/Themes: This text explores themes of identity, cultural heritage, and fitting in. It suggests that it can be difficult to feel accepted and &quot;fit in&quot; while still maintaining a sense of pride and self-identity. However, she suggests that over time, it is possible to achieve both – to feel connected and also to preserve individuality. Sections of the text also reveal some of the challenges immigrants may face when they come to a new country, some of which result from the ignorance and/or insensitivity of people there.</td>
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<tr>
<td>III. Text Structure: This text is a cross between a short story and a personal essay, told from Alvarez's candid first-person point of view. It is constructed of a variety of related personal anecdotes that flow naturally from one to the next, and together convey Alvarez's themes about the tension between fitting in as an American and staying true to her cultural identity.</td>
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<tr>
<td>IV. Real World Connections: Alvarez's story may resonate with students on a variety of levels, especially those whose families have immigrated to the United States or have moved to a new location. The theme of trying to fit in while preserving your individual identity is relevant for all middle school students. Finally, Alvarez considers the tension between a teenager's perception of their identity at school versus at home with family.</td>
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<td>IV. Potential Challenges: Students will also need to infer the author's meaning and purpose for including particular anecdotes – she leaves the interpretation of her stories up to the reader most of the time. In order to fully understand her message, they will need to make connections between anecdotes and synthesize understanding.</td>
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### Unit 7.3: Analyzing an Author’s Craft and Structure

#### Instructional Calendar

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<th>Teaching Points</th>
<th>Texts and Resources</th>
<th>Suggestions for Implementation</th>
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<td><strong>Week 1:</strong></td>
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<tr>
<td>Days 1-3:</td>
<td>I. “All Summer in a Day” by Ray Bradbury</td>
<td>Stories (Appendix B): - “All Summer in a Day” by Ray Bradbury</td>
<td>The “set the purpose” section is meant to help with framing to students. Some may initially wonder why we’re reading the same story multiple days; make sure to message the value in this so students internalize how and why we do this.</td>
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<tr>
<td>“All Summer in a Day” Analysis</td>
<td>- Day 1 Focus: Read for understanding, and analyze how the story’s setting shapes characters and impacts plot (RL.3)</td>
<td>Supplemental Resources (Appendix D) - “All Summer in a Day” annotated text (teacher copy) - CCSS Standards Unpacked and Question Stems - Online Resource: WriteAlong RL.3 resources on Learnzillion.com: <a href="https://learnzillion.com/resources/57245-writealong-for-4th-grade">https://learnzillion.com/resources/57245-writealong-for-4th-grade</a> (Note: Although these are linked to 4th grade standards, many of our MS students still need modeling and support with narrative elements including developing characters. Also explore other video lessons in additional grades to meet your and your students’ needs.)</td>
<td>- The “sub-questions” can be used as a guide and starting point for during-reading or analysis text-dependent questioning. You will need to supplement, modify, and scaffold these for your students.</td>
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<tr>
<td>RL.3</td>
<td>• Set the Purpose: “All Summer in a Day” is part of the “science fiction” genre, which means it is based on imagined future scientific or technological advances. Science fiction frequently portrays space travel and life on other planets, as our story today does. This story’s very unique setting plays a huge role in shaping how characters behave and what happens.</td>
<td>- Days 4-5: “All Summer in a Day” Narrative Writing Task</td>
<td>Stories should be read aloud to students from start to finish at</td>
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<td>RL.4</td>
<td>• Big Question: How does the story’s unique setting shape characters and impact the plot?</td>
<td>W.3</td>
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<td>RL.6</td>
<td>- Sub-Question (setting): Describe the story's unique setting. What is so special about the day on which this story takes place? What makes the setting significant in the story?</td>
<td>W.5</td>
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<tr>
<td>Days 4-5:</td>
<td>- Sub-Question (character): How does Margot feel about living on Venus? How does the setting impact Margot's character and mood?</td>
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<tr>
<td>“All Summer in a Day” Narrative Writing Task</td>
<td>- Sub-Question (motivation + plot): Why do the students treat Margot the way they do? How does the setting impact their behavior?</td>
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<td><strong>Week 2:</strong></td>
<td>Day 2 Focus: Analyze how Bradbury develops and contrasts the POVs of different characters in a text (RL.6)</td>
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<td>Days 6-8:</td>
<td>• Set the Purpose/Key Points: Today we reread to analyze how the author develops and contrasts (or makes us aware of differences) in the point of view, or perspective, of different characters.</td>
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<tr>
<td>“All Summer in a Day” Narrative Writing Task</td>
<td>- “Point of view” refers to the lens through which the story is told. The author’s choice of narrator controls how we, as readers, receive information about what’s going on.</td>
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<td>RL.3</td>
<td>- This story is told from the third-person limited point of view, which means that an outside voice tells us the story, and gives us inner access to the thoughts and feelings of just one character – Margot. Third-person limited POVs require us to make inferences about the other characters’ perspectives based on things we observe them do or say.</td>
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<td>RL.4</td>
<td>- Differences in point of view can create conflict between characters.</td>
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<td>RL.6</td>
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Week 1 (cont.)

- *(Day 2) Big Question: How does Margot’s point of view differ from her classmates’ point of view? How do these differences lead to the story’s central conflict?*
  - **Sub-Questions:**
    - Describe Margot’s feelings about living on Venus. Why does she feel this way?
    - Describe how Margot feels about herself. What evidence can you find to support your claim?
    - Why don’t Margot’s classmates believe her when she describes the sun?
    - Describe the multiple conflicts between William (with his group) and Margot. What causes these disagreements?
    - Based on what you know about Margot’s point of view, why is locking her in the closet during the sunny hour so cruel?
  - Potential Passage for Close Reading: Page 2 “Margot stood alone…But Margot remembered.”

Day 3 Focus: Analyze how the author’s descriptions and word choice reveal character changes *(RL.3, RL.4)*

- **Set the Purpose:** Authors intentionally describe characters and events using words that paint a vivid picture in the reader’s mind. Paying close attention to the author’s word choice (and patterns of connotation, or “positive/negative charge”) of those words can give us insight into the author’s attitude (tone).
  - Today we will reread a short passage each from the story’s beginning, middle, and end. Specifically, we will notice how the author describes the classmates to figure out how they change.

- **Big Question: Track Margot’s classmates’ behavior and emotions throughout the story. How does Bradbury’s word choice and descriptions reveal how they change?**
  - Close Reading Passage #1 (beginning): “All day yesterday they had read in class about the sun….they knew her difference and kept away”
    - Pull out “the children were crushed in the great windows” and “they turned on themselves, like a feverish wheel, all tumbling spokes,” emphasizing the children’s physicality and energy vs. Margot’s stillness and silence.
    - Word Choice: Notice the verbs used to describe how the children talk to Margot, like “protested” and “cried.”

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*least once to support them with comprehension. Gradually release reading responsibility to students; by day 2, students should be doing at least some of the re-reading and analysis work independently or collaboratively.*

*Throughout the unit, students should have opportunities to write and talk about the text daily. You can decide how students will demonstrate their understanding of the big idea by the end of each class (writing, discussion, etc.).*

*The phrasing of the Narrative Writing Prompt connected to “All Summer in a Day” is taken directly from PARCC released items for 7th grade.*
### Week 1 (cont.)

attention to how antagonistic they are towards her memories of the sun. This reveals the children's feelings of envy, manifested as bullying and cruelty. At this point their behavior is still “minor,” like teasing and shoving.

- **Close Reading Passage #2 (middle):** “Get away!” The boy gave her another push…back down the tunnel, just as the teacher arrived.”
  - **Word choice:** The behavior and emotions escalate to violence, emphasized by words like “savagely,” “seized,” “surged,” “bore,” “slammed,” and “locked.”

- **Close Reading Passage #3 (end, after their in-the-moment ecstasy while playing in the sun):** “They stood in the doorway of the underground for a moment…and let Margot out.”
  - **Which words and phrases suggest the children feel uncomfortable?** What other emotions might the children be feeling, and which words or phrases imply they feel this way?
  - **How do the descriptions of the children and their behavior in this section contrast with previous sections?**
  - **What have the children learned?**

#### Days 4-5: Narrative Writing Prompt: Continue the story *(W.3)*

- **Set the Purpose:** So far this year we've mostly written argumentative pieces, where we make a claim and support it. Another important form of writing is narrative, or storytelling. There are many techniques that are specific to narrative writing, but today we will focus on characterization and dialogue.

- **Narrative Writing Prompt:** Write a narrative in which you continue the story of “All Summer in a Day.” Your narrative should be a believable continuation of the events, and it should clearly reflect the characterization, point of view, and setting in the passage. Include at least one section of dialogue in your narrative.
  - Break down the prompt as a class. Model an example and a non-example of what it means to be consistent with the author's characterization and point of view.
  - Model (using sections of “All Summer In a Day”) how to incorporate and punctuate dialogue correctly.
  - Give students time to plan and write their continued story, focusing on keeping the characterization and style consistent with Bradbury’s.

Continuing a story or writing an alternate ending for a story, while drawing on the characters and plot of another author, is the main way PARCC will ask students to engage in narrative writing.
## Week 2:

**Days 1-3:**
"What do Fish Have to Do With Anything?"
- RL.3
- RL.5
- RL.6

**Days 4-5:**
"The White Umbrella"
- RL.3
- RL.6

### 1. “What do Fish Have to Do With Anything?” by Avi

**Day 1:**
Key Ideas and Details: Reading for understanding, and analyzing how Willie changes and what he learns (RL.3)
- **Set the Purpose:** A “dynamic character” is someone who changes significantly in response to the story's events. This usually involves a fundamental shift in the character's beliefs, thinking, or priorities. Today we'll read to figure out how Willie, our main character, changes and grows.
- **Big Question:** How and why does Willie change throughout the story, and what does he learn as a result?
- Students should annotate with a focus on Willie during the initial read-aloud. Notice specifically how he responds to his mother's instructions in the beginning, middle, and end. Also, pay attention to the types of questions Willie asks and what he's curious about. Things to Consider:
  - How would you describe Willie's relationship with his mother?
  - What motivates Willie to talk to the man, despite his mother's explicit directions not to?
  - What evidence can you find that shows Willie is beginning to change?
  - How does giving the man cake make Willie feel? Why?
  - What does Willie learn from the man on the street?
  - Why does he insist on being called William at the end? How does this request signify the changes he's gone through?

**Day 2:**
Contrast the man's and Mrs. Markham's point of view by analyzing sections of dialogue (RL.6)
- **Set the Purpose:** Like “All Summer in a Day,” Avi tells this story using an outside narrator from the third-person limited point of view. Because we only have direct access to Willie's internal thoughts, we have to interpret other clues to figure out Mrs. Markham's and the man on the street's points of view. Today we'll describe each character's point of view separately, then contrast them.
- **Big Question:** How is the man's point of view different from Mrs. Markham's?
  - **Sub-Questions:**
    - Which lines of dialogue best reveal each character's...

### Stories
**(Appendix B):**
- "What do Fish Have to Do With Anything?" by Avi
- "The White Umbrella" by Gish Jen

### Supplemental Resources
**(Appendix D)**
- "What Do Fish Have to Do With Anything?" annotated text (teacher copy)
- "The White Umbrella" annotated text (teacher copy)

### Consider
- The “sub-questions” can be used as a guide and starting point for during-reading or analysis text-dependent questioning. You will need to supplement, modify, and scaffold these for your students.
- In the initial days of reading this story, resist the urge to unpack everything the story has to offer. Remember that students will revisit passages later in the week to make meaning on their own.
- Continue building anchor charts around point of view and other narrative elements (setting, plot).
- Consider supplementing TDQs with graphic organizers, especially when...
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<th>Week 2 (cont.)</th>
<th>Days 1-3: “What do Fish Have to Do With Anything?”</th>
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**Day 3:** Analyze how the story’s structure contributes to its meaning: specifically, the recurring lines about the cave dwelling fish and the repeated references to eyes and sight. *(RL.5)*

- **Set the Purpose:** “Structure” refers to how a story is built. It has to do with the format of the story (how it looks and is printed on the page), how time passes during the story, and the purpose of distinct sections of text. Authors intentionally structure their stories in a way that adds to their meaning.
  - Avi chose to structure his story in an interesting way. Inside the bigger narrative that he tells chronologically, he repeatedly incorporates Willie’s “story within a story” (about learning about the fish who live in caves) and references to sight, again and again. Today we’ll investigate this choice.

- **Big Question:** Why does the author include repeated references to eyes and the cave-dwelling fish? How do these references fit into the overall meaning of the story?
  - Students should reread the story, this time marking only instances that track changes or comparing two characters’ point of view. Structured note-taking in addition to annotation can help students organize thinking.

**Perspective? Explain your reasoning, citing evidence from the story.**

- What is different about how his mother and the man treat Willie, especially when he asks questions?
- What do mother’s and the man’s contrasting attitudes about the cake reveal about their outlook on life? (see close reading passages below)

  - Paired Zoom-In Passages for POV Comparison:
    - 1. *Mrs. Markham:* top pg. 2 “When they got home, Mrs. Markham removed a white cardboard box” → middle pg. 3 “He left the kitchen.”
    - 2. *The man:* page 8 “Willie held his thumb against the cake” → page 9 “Willie grinned.”
      - As part of close reading, students should paraphrase the man’s advice to Willie: “What a person needs is always more than what they [others] say” and “You have to look at me, then at the cake, and then you're going to have to decide for yourself.”
### Unit 7.3: Analyzing an Author’s Craft and Structure

#### Week 2 (cont.)

**Days 1-3:**
*“What do Fish Have to Do With Anything?”*

- Days 4-5:
  *“The White Umbrella”*

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where these things are repeated (eyes, sight, and fish). Prompt students to paraphrase what makes these fish unique on a literal level first. Also notice how Mrs. Markham’s eyes are described, vs. other people’s eyes.

- Zoom in on the passage at the very end of the story. *In the context of what you’ve just discussed, why does Willie call his mother “a fish?”* What similarities exist between them?
  - Break it down: *Based on this passage, does the author believe it’s a good or bad thing to be a “fish?”* Why?

- Have students discuss or write about the story’s title: *What is the symbolic meaning of the story’s title? What do fish have to do with anything in this story? Explain, citing evidence from the text.*

#### II. “The White Umbrella” by Gish Jen

Day 1: Key Ideas and Details: Analyze the main character’s feelings and motivations

- **Set the Purpose:** “The White Umbrella” features a Chinese-American family and focuses on the viewpoint of their oldest daughter as she struggles with feelings many teenagers can relate to. We will investigate the relationship between our young narrator’s feelings and her behavior.

- **Big Question:** *How do the narrator’s feelings towards her mother influence her actions throughout the story?* (RL.3)
  - **Sub-Questions:**
    - For most of the story, the narrator feels embarrassed of her mother. Why? How does her embarrassment impact her behavior?
    - By the end of the story, her feelings towards her mother have changed dramatically – how and why? How does her behavior change as a result?
    - Which details and experiences best illustrate the changes in the narrator’s feelings?
    - How does the white umbrella represent the changes the narrator experiences?
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### Day 2: Analyze how the author’s use of first-person point of view develops the narrator’s perspective (RL.6)

- **Set the Purpose:** While reading yesterday, you may have noticed differences between this story’s narrator and the others we’ve read this unit. A character inside the story tells this story from her own perspective; this type of narration is called 1st person POV. Today we’ll investigate the benefits of this point of view.

- **Big Question:** How does the use of first-person point of view help readers understand the narrator’s strong feelings and opinions?
  - Zoom-In Passage #1: top pg. 2 “Huddling at the end of Ms. Crosman’s...” → middle pg. 3 “All you want is things, just like an American.”
    - What words (and connotation) does the narrator use to describe Eugenie, her family, and the umbrella?
    - What words (and connotation) does the narrator use to describe herself and her family?
    - How do the narrator’s (first-person) descriptions emphasize her feelings/opinions?
  - Zoom-in Passage #2: Bottom pg. 5 “It’s mine?” → middle pg. 6 “she wouldn’t run us over.”
    - How might our understanding of this scene be different if the narrator could not tell us her inner thoughts and feelings?
### I. Narrative Writing Task #2: “The White Umbrella”

- **Prompt Option #1:** Starting after the narrator’s mother finally arrives to pick them up (“Mona! Hurry up! Mom’s here! I told you she was coming!”), write an alternate ending to the story using details about the characters and events from the passage. *(For example, what might have happened if they never got into the car accident?)* You should continue to tell the story from the narrator’s first-person point of view to show how she responds to events in the new ending. Include dialogue to reveal other characters’ perspectives as well.

- **Prompt Option #2:** You are the narrator looking back, years later, telling your children about this experience. How do you feel about your actions now? What did you learn from these experiences? Include dialogue to show how your children respond. Write using the narrator’s first-person voice to reveal her reflections and inner self.

### II. “Names/Nombres” by Julia Alvarez

**Day 1 Focus:** Understanding the author’s central ideas (RL.2)

- **Set the Purpose:** “Names/Nombres” is a mix between a short story and a personal essay. The author, Julia Alvarez, wrote this piece to convey her understanding of her experiences as an immigrant to America. Her attitude towards her name, family, and cultural heritage changes over time – we will read to understand how.

- **Big Question:** How does Julia Alvarez’s attitude towards her name, family, and cultural heritage change over time?
  - This story is short, so conduct a full fluent read-aloud (with limited stops) first before rereading to track changes.
  - Upon rereading, use this (or a similar/modified) series of TDQs to lead students to track changes in her attitude before answering the big question:
    - How does Julia respond when the immigration officer mispronounced their name?
    - How does Julia initially feel about her “new names” at school, like Judy or Judith?
    - How does Julia feel about her “new names” as time passes and she enters high school?
    - Why does Julia say she “burned with shame whenever they singled [her] out as a “foreigner,” a rare, exotic friend? What

### Story (Appendix B):

- “Names/Nombres” by Julia Alvarez

**Performance Task (Appendix C):**

- Narrative Task Prompt and Rubric

**Supplemental Resources (Appendix D):**

- “Names/Nombres” Annotated Story (teacher copy)
- Blank Story Mountain

- Two days are dedicated to Narrative Writing Task #2 so that students have time to plan using evidence from the text on day 1 before drafting and adding dialogue on day 2. If time permits, allow students to share with each other.

- A thorough answer to Day 1’s big question (for Names/Nombres) will include the following: *At the beginning of the essay, Alvarez is proud of her heritage and wants to correct pronunciation of her family members’ names at the immigration office. Eager to fit in at school, she allows herself to be called American names and nicknames. In junior high and high school, she*
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Day 2 Focus: Analyzing Text Structure (RL.5)

- **Set the Purpose:** When we read “What do Fish Have to Do With Anything,” we talked about structure as “how a story is built.” Today we will analyze Julia Alvarez’s structure (hint: it’s different than the other stories’ structures) and how sections of it contribute to its larger meaning.

- **Big Question:** *How do small sections within “Names/Nombres” contribute to its meaning as a whole?*
  - Reread the story, and model drawing a line (or using brackets) to “chunk” the text to separate the many anecdotes she tells. For example, you might put a bracket around paragraphs 1-3 (all connected examples of how people mispronounced their names, OR you might put separate brackets around each of those paragraphs because they discuss different people/places. (There are different ways to chunk text and interpret structure, so be transparent about that and work through it by thinking aloud with students.) After “chunking” the text, students should be able to describe the structure as a series of connected mini-stories, also known as anecdotes.
  - Select (or allow students to select) at least 2 specific sections, and analyze them by considering these (or other) questions:
    - How does [select section] help Alvarez develop her central idea?
    - What purpose does [this section] serve in light of her central idea? Why was this particular anecdote included?
  - Opportunity for Independent Practice: After analyzing 1-2 sections together, students can analyze the text’s title: *How does the title help Alvarez develop her central idea?*

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struggles to fit in and be accepted. When asked where, she says she’s from New York instead of claiming her family’s native country. Finally, Alvarez seems to accept her differences and takes pride in them as evidenced by the joy she describes and the advantages in sharing her graduation party with a large family.

Note: There is no MCLASS Assessment or culminating performance task (no Appendix C) for this unit.
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<td><strong>W.3</strong></td>
<td><strong>Prompt:</strong> Throughout “Names/Nombres,” Julia Alvarez reflects back on numerous incidents that shaped her sense of identity. Choose one of these incidents and expand it into a narrative story. Your story should be based on the details and characters in “Names/Nombres,” but you should add elaboration of your own by including description and dialogue. Write from Alvarez’s first-person point of view.</td>
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<td>o Students can use the story mountain in Appendix D (or another organizer/outline) as a “sequence of events” planning tool.</td>
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Unit 7.3: Analyzing an Author’s Craft and Structure

Appendix A: Unpacked Standards Guide

Source: Public Schools of North Carolina NCDPI Collaborative Workspace

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<th>Standard</th>
<th>Explanation and Example</th>
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| RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | Seventh grade students read the text closely to analyze the impact specific story elements have on the text. For example, they may think of how the plot and setting affect the actions/choices of the characters. To do so, students will need to read across various genres (widely and deeply) and use a comparison tool (graphic organizer) to take note of the relationships. Question Stems:  
• What can be inferred about the plot based on the setting? Cite specific evidence to support claim.  
• Provide an example of how events in the plot shape the development of a character.  
• What can be inferred about the character based on the setting? Cite specific evidence to support claim.  
• How does the use of dialogue help the reader understand character and plot? Cite specific evidence to support claim.  
• What statement(s) or action(s) advance the events of the story? Cite specific textual evidence.  
• What statement(s) or action(s) help the reader better understand a character? Cite specific textual evidence.  
• What is revealed about the character through_____ (events/dialogue)? Cite specific textual evidence.  
• How did _____ incident provoke ________ (character) decision? Cite specific textual evidence.  
• How do lines __ - ___reveal _________. Cite specific textual evidence. |
### Unit 7.3: Analyzing an Author’s Craft 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.

Seventh grade students strengthen their ability to understand the meaning of an author’s words. Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues. Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s). In addition to understanding the multilayered meanings of words and phrases, students in seventh grade observe writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify such writing techniques, such as alliteration, in an effort to explain the term and construct examples of how the technique is artfully woven into the text. Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice.

- What does the word/phrase _____ mean in this selection? What clues did you use to determine the meaning? Cite specific textual evidence.
- What can be inferred from the use of _____ (word/phrase)? Consider connotative meaning.
- Without changing the meaning of the sentence, what word can best be used to replace the underlined part?
- How does the author’s use of repetition of words or sounds impact the tone of the text?
- When the author uses _____, what connotation is s/he intending? Explain how you know. Cite specific textual evidence.
- Which words help the reader understand the meaning of ___________ in paragraph ____?
- Find an example of figurative language and explain its meaning. Discuss its impact on the tone of the poem/story citing specific textual evidence.

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

Seventh grade students pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. To do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge of a particular structure to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds, as well as guided practice and guiding questions to help them fully develop this skill.

- Describe the structure of the text. How does the structure of ________ text contribute to its meaning? Cite specific textual evidence.
- How does the development of a sentence, chapter, scene, or stanza fit into the overall meaning the drama/poem?
- How does the author use foreshadowing? What effect does that create?
- Analyze the passing of time in the story. When does time pass quickly, and when does time slow down? Why?
- How does the author’s use of dialogue contribute to the story’s meaning and style?
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<th>RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</th>
<th>Seventh grade students observe the viewpoints of characters and how these viewpoints resemble or differ from one another. Students keep track of what characters say, do, and think. To do this work, students may compare and contrast the characters’ points-of-view in a Venn Diagram. In doing so, students may be able to trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.</th>
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<tr>
<td>• What point of view does the author use? Explain the benefits and shortcomings of this choice in the context of the story. Cite specific textual evidence.</td>
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<td>• What effect does the author create with narrator’s point of view? How does the narrator control the flow of information readers receive?</td>
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<td>• How does the character’s point of view differ from the reader’s? What effect does that create?</td>
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<td>• How/why does ______’s point of view differ from that of another character?</td>
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<td>• Cite relevant evidence that demonstrates the narrator’s point of view as reliable/unreliable.</td>
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<td>• How does the author’s word choice help to develop the narrator’s or speaker’s point of view?</td>
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<tr>
<td>• How does the author’s word choice develop the narrator’s point of view?</td>
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<td>• How would the story be different if it were told from _____(character’s) point of view? What information from the story supports your analysis?</td>
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<tr>
<td>• What is the most likely reason the author told the story from _____(character’s) point of view? What information from the story supports your analysis?</td>
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