

Grade 7 Module 1: Short Stories (Realistic Fiction)	
Module Overview/Essential Question	Assessment Plan
<p>Unit 1 is intentionally crafted as the first unit of instruction to focus on narrative writing with a foundational review of grammar and an introduction to responsible and ethical use of AI tools. Students will engage with a variety of mentor texts to analyze the elements of plot, story structure, and literary devices. Throughout the unit, students will develop their own realistic fiction short story by completing a series of scaffolded prewriting activities, including character sketches, setting descriptions, and plot outlines.</p> <p>Students will consider the following question: How can writers use story structure, language, and technology to create compelling and original narratives?</p>	<p>On Demand Writing (Summative #1) Midway through the unit, students will complete an in-class, timed narrative writing task. This will take place within one class period. It will assess students’ understanding of basic plot structure, character development, and grammar conventions. It serves as a checkpoint for student growth and informs targeted support before the final project.</p> <p>Literary Analysis Response (Summative #2) Students will be provided a mentor text and answer a mix of multiple choice and short answer questions analyzing the author’s use of narrative techniques such as figurative language, tone, and structure. This task assesses students’ ability to apply craft concepts to their own.</p> <p>Cumulative Writing Task (Summative #3) Students will follow the writing process to create a final published realistic fiction piece. This will incorporate the skills targeted in this unit. This would include utilizing elements of plot, literary elements, and foundational grammar skills.</p> <p>Vocabulary Assessments Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts. This will be assessed in the on demand and literary analysis summative assignments as students will have to apply their knowledge of relevant vocabulary to be able to complete the tasks. Students will also be assessed on vocabulary as formative assessments and exit/entrance tickets.</p>
Texts	Suggested Student Understandings

Required Texts:

Novel (Literary)

- *The Good Deed*, Marion Dane Bauer
- *All Summer in a Day*, Ray Bradbury
- *Eleven*, Sandra Cisneros
- *Holes*, Louis Schar

SUPPLEMENTARY TEXTS

Text

- *The Mid Wife's Apprentice*, Karen Kushman
- *Castle Diary*, Richard Platt
- *Canterbury Tales*, Geoffrey Chaucer

Video

- [Story Elements](#)
- [Show, Don't Tell](#)
- [Plot Mountain](#)
- Auntie Edna (Pixar short)

- Follow the complete writing process—from brainstorming and prewriting to drafting, revising, editing, and publishing—to create an original realistic fiction short story.
- Apply knowledge of narrative structure, including clear exposition, rising action, climax, falling action, and resolution.
- Use story elements (character, setting, conflict, and theme) purposefully to enhance plot and develop a believable narrative.
- Incorporate literary elements such as figurative language, voice, tone, and dialogue to engage the reader.
- Demonstrate command of 7th-grade grammar and conventions, including sentence variety, punctuation, and transitions, to improve clarity and style.
- Utilize peer and teacher feedback as part of the revision process.
- Use AI tools like Magic School responsibly and ethically to support brainstorming, revising, and proofreading, while maintaining ownership of their original ideas.
- Reflect on their creative choices and how their writing evolved throughout the unit.

Writing Tasks

Writing Activities

- Various exit tickets- Ex. Explain what genre/ sub- genre your favorite movie/ book is and how you know that it meets the criteria for that genre/sub- genre. Ex 2. Fill out a plot mountain for your favorite movie/ book. Explain how you know that was the climax of the story. Explain the importance of story structure.
- Various practice exercises- Ex. Retell a story from a different Point of View. Change the story from 3rd person to 1st person point of view. Analyze how the story differs from the original point of view to the new one.
- On Demand Writing piece- Students will create a writing piece within one class period in which they utilize elements of plot and foundational grammar skills to demonstrate their knowledge.
- Various exit tickets- Ex. Think about a book you have enjoyed reading or are currently reading. What about the author's style do you enjoy?
- Various practice exercises- Ex. create figurative language out of comparisons.

Cumulative Writing Task

Students will follow the writing process to create a final published realistic fiction piece. This will incorporate the skills targeted in this unit. This would include utilizing elements of plot, literary elements, and foundational grammar skills.

New Jersey Student Learning Standards for English Language Arts

- W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - 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.
 - B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 - C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - E. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.WP.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
- W.RW.7.7. 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.
- RL.CR.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
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- RI.TS.7.4. Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.

- RL.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- RL.MF.7.6. Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- L.SS.7.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Explain the function of phrases and clauses in general and their function in specific sentences.
 - B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 - D. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
 - E. Recognize spelling conventions.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
 - C. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- L.VL.7.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
 - A. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - C. Analyze the impact of a specific word choice on meaning and tone.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.VI.7.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - B. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - C. Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.
 - D. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- SL.PE.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.
 - 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.
 - B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 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.
 - D. Acknowledge new information expressed by others and, when warranted, modify their own views.

SIOP Strategies	Accom/Mod/GT/AT
● Think-Pair-Share	<i>Accommodations:</i>

<ul style="list-style-type: none">• White Board Response• Cooperative Learning Strategies• Comprehension Strategies• Popcorn Reading• Teacher Modeling• Sentence Stems• Pre-teach Vocabulary		<ul style="list-style-type: none">• Extended Time for assignments• Re-teaching material• Small group conferences/ skills review• Individual writing conferences• Homogeneous grouping• Present information in various formats• Graphic organizers for written assignments• Modeling/Examples of fluency and expectations of assignments• Redirection• Break down reading and writing tasks into smaller chunks <p>Modifications:</p> <ul style="list-style-type: none">• Modify amount of work required• Offer multiple forms of assessment• Differentiate assignments• Allow extended time to complete assignment <p>Gifted and Talented/Academically Talented:</p> <ul style="list-style-type: none">• Encourage students to explore concepts in depth and encourage independent studies of investigations• Brainstorm with gifted children on what types of projects they would like to explore to extend what they are learning in the classroom.• Capitalize on student interest in a topic and incorporate alternate texts and cross- curricular information to enhance the learning.• Ask students higher level questions that require students to look in to causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.• Allow students to move more quickly through the material.					
Interdisciplinary Connections & Career Ready Practices		Integration of Technology		Integration of 21 st Century Skills		Academic Vocabulary	
Mathematics: Visual and Performing Arts: Health/PE: World Languages: Social Studies: 6.3.8.EconET.2		Substitution: Students use Google Docs or a word processor instead of pen and paper to draft their stories.		<input checked="" type="checkbox"/> Creativity & Innovation <input checked="" type="checkbox"/> Media Literacy		Tier 1	N/A
						Tier 2	Academic Vocabulary words not in general use, not content specific and appear far

<p>Science: MS-ESS2-2</p> <p>Technology:</p> <p>Career Ready Practices: 9.2.8.CAP.2, 9.2.8.CAP.3, 9.2.8.CAP.4, 9.4.8.CI.1, 9.4.8.TL.2, 9.4.8.IML.6, 9.4.8.DC.1, 9.4.8.DC.4, 9.4.8.GCA.1</p>	<p>Magic School AI is used to check spelling/grammar instead of traditional proofreading with dictionaries or printed checklists.</p> <p>Students read digital mentor texts instead of paper copies.</p> <p>Augmentation: Students use Magic School AI to suggest transitions, improve word choice, or vary sentence structure, allowing for faster revision.</p> <p>Speech-to-text can be used by ELLs or students with accommodations to brainstorm or draft ideas.</p> <p>Built-in collaborative commenting tools in Google Docs enhance peer feedback (color-coded, linked to text, trackable).</p> <p>Modification Students use AI to generate alternative plot ideas, enhance figurative language, or develop dialogue, supporting creativity and deeper engagement with craft.</p> <p>Students participate in asynchronous peer reviews via digital platforms (e.g., commenting on shared docs or Google Classroom posts).</p> <p>Writers receive instant, individualized grammar/style support from Magic School AI, enabling personalized learning loops not possible in traditional classrooms.</p> <p>Redefinition</p>	<p><input type="checkbox"/> Economic and Government Influences</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving <i>Students must use problem solving and critical thinking skills in many classroom questions.</i></p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Global and Cultural Awareness</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>	<p></p> <p>Tier 3</p>	<p>more in written texts than in speech</p> <p><i>Examples in this Unit:</i> Story elements, elements of plot, figurative language, style, writing process, etc.</p> <p><i>Examples for Teaching:</i></p> <ul style="list-style-type: none"> ● Introduce words during or after text ● Student friendly definitions <p><i>Domain-Specific Vocabulary</i></p> <ul style="list-style-type: none"> ● words related to a specific content or field of study ● students are likely to encounter in the future <p><i>Examples in this Unit</i></p> <ul style="list-style-type: none"> ● characterization, setting, plot, conflict, theme, exposition, rising action, climax, falling action, resolution, simile, metaphor, alliteration, idiom, hyperbole, etc. <p><i>Examples for Teaching:</i></p> <ul style="list-style-type: none"> ● Contextualize the words ● Mental Models
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	<p>Students complete an AI Use Reflection, critically evaluating how they used technology ethically and responsibly—promoting digital citizenship and metacognition.</p> <p>Students integrate AI into the revision process, using it as a collaborative writing partner rather than just a tool—reshaping the writing workflow entirely.</p> <p>Optionally, students could digitally publish their stories for authentic audiences (e.g., school website, podcast recording, or video narration), transforming their work into a multimodal project.</p>			
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Learning Map (Pacing Guide)

Lessons	Text (s)	Learning Outcomes, Topics, and Suggested Activities
1-6	<ul style="list-style-type: none"> ■ <i>“All Summer in a Day”</i> by Ray Bradbury ■ Short Pixar Film: “For the Birds” or “Piper” ■ <i>The Good Deed</i>, Marion Dane Bauer 	<p>Weekly Overview: Students will explore the foundational components of narrative writing. They will analyze mentor texts to identify key story elements and engage in structured writing exercises to build confidence in using character, setting, and plot. Students will be introduced to AI tools and begin considering how technology can support the writing process ethically. This week also includes an on-demand writing assessment to establish baseline narrative skills.</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> • Introduction to creative writing • Story elements (plot, character, setting, conflict) • Genre study • Plot structure • Point of view • Introductory AI ethics and awareness <p>Suggested Understandings:</p> <ul style="list-style-type: none"> • Students will identify and describe core story elements (character, setting, conflict, plot).

		<ul style="list-style-type: none"> • Students will understand and apply the elements of plot (exposition, rising action, climax, etc.). • Students will recognize the characteristics of realistic fiction. • Students will demonstrate understanding of point of view in narrative writing. • Students will understand the role and limitations of AI in creative work. <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Analyze mentor texts for story structure and character development. • Create a plot mountain graphic organizer. • Complete a genre reflection journal entry. • Participate in a point-of-view rewrite activity. • Complete the On-Demand Writing Task (Summative #1)
7-12	<ul style="list-style-type: none"> ■ <i>The Good Deed</i>, Marion Dane Bauer ■ <i>All Summer in a Day</i>, Ray Bradbury ■ <i>Holes</i>, Louis Schar ■ “Eleven” by Sandra Cisneros 	<p>Weekly Overview: Students will deepen their narrative skills through focused practice in character development, setting description, and figurative language. Grammar and sentence variety will be embedded into mini-lessons. Students will analyze author’s craft in mentor texts and begin prewriting for their own short stories. This week also includes a literary response assessment and an explicit lesson in ethical AI use.</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> • Characterization • Setting development • Figurative language • Dialogue • Grammar/sentence structure • Mentor text analysis • Ethical AI use <p>Suggested Understandings:</p> <ul style="list-style-type: none"> • Students will use figurative language (simile, metaphor, personification) to enhance description. • Students will create developed characters and settings using sensory details. • Students will demonstrate knowledge of grammar, punctuation, and sentence variety. • Students will analyze mentor texts to understand tone and literary technique. • Students will identify ethical vs. unethical AI use in writing support. <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Write a character sketch and setting description. • Complete figurative language and dialogue practice. • Conduct a mentor text literary analysis (Summative #2). • Participate in a vocabulary check or grammar mini-assessment.

13-16	<p><i>Previously used model texts</i></p> <p><i>Teacher exemplar text</i></p>	<p>Weekly Overview: Students will apply their learning to draft a complete short story. They will organize ideas using prewriting tools and draft in phases. This week focuses heavily on revising, conferencing, and responsible AI use to support writing. Students will give and receive structured peer feedback and revise their work accordingly.</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> • Story planning and outlining, • Drafting (beginning to end) • Peer conferencing • AI-assisted revision • Tone and voice development <p>Suggested Understandings:</p> <ul style="list-style-type: none"> • Students will follow the writing process to develop a full narrative. • Students will apply feedback to improve structure and detail. • Students will demonstrate tone and narrative voice. • Students will revise writing using both peer and AI suggestions while maintaining their voice. <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Complete a story planning graphic organizer. • Draft the beginning, middle, and end of the short story. • Participate in peer conferencing using feedback forms. • AI Lesson #3: “Using AI for Revision – Transitions, Tone, and Word Choice” • Conduct a teacher writing conference.
17-20	<ul style="list-style-type: none"> ■ <i>Previously used model texts</i> ■ <i>Teacher exemplar text</i> 	<p>Weekly Overview: Students will utilize their understandings from this unit to finalize and publish their realistic fiction story. They will revise and edit for grammar, figurative language, and style. Students will reflect on their writing process, share their work with peers, and submit their final product as the culminating assessment.</p> <p>Lesson Topics:</p> <ul style="list-style-type: none"> • Writing process review • Editing • Publishing • Grammar and style • AI reflection • Author share-out

		<p>Suggested Understandings:</p> <ul style="list-style-type: none">• Students will demonstrate command of grammar, figurative language, and structure.• Students will follow the full writing process to finalize a piece.• Students will understand how to publish and present writing for an audience.• Students will reflect on their use of technology and peer feedback in shaping their work. <p>Suggested Activities:</p> <ul style="list-style-type: none">• Complete final edits and proofreading using peer and AI tools.• Submit final short story (Summative #3).• Write an AI Use Reflection.• Participate in a publishing celebration (e.g., read-aloud, gallery walk, digital submission).• Optional: Create a title page or illustration for published stories.
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