



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
2014-2015

Subject Content: ELA Grade 7

Throughout the year and during the course of each unit, the following standards should be embedded daily building on the complexity of each standard – for example, #L1b. begins with simple sentences, progresses through compound and complex sentences, until mastery of compound-complex sentences to signal differing relationships among ideas – (possibly in the forms of P.O.D., bell work/exit slips, editing/revising writing stages, mini-tasks, or review lessons): *The highlighted areas show importance in Vocabulary standards for 7th grade daily studies.*

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage 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.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
 - b. Spell correctly.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and **multiple-meaning words** and phrases based on grade 7 reading and content, 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. Consult general and specialized **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.**
 - d. 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**).
5. 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. Distinguish among the **connotations (associations)** of words with similar **denotations (definitions)** (e.g., refined, respectful, polite, diplomatic, condescending).

Throughout the year and during the course of each unit, the following standards should be embedded daily (using formative assessment strategies, classroom activities, grouping, role-play, tracking sheets, student self-evaluation checklists, various discussion methods, student-generated questions, journaling, reflection notebooks, critiquing, student debates, student speeches, student-created audio/visuals, etc.):

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-to-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.
2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Presentation of Knowledge and Ideas

4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Throughout the year and during the course of each unit, the following standards should be embedded using the writing process steps, conferencing techniques (student-teacher and peer-partnering), on-demand tasks, and constructed response (short and extended) assessments:

Writing Standards

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

LEARNING TARGETS FOR ALL THE ABOVE ONGOING STANDARDS CAN BE ACCESSED THROUGH KDE WEBSITE

<http://education.ky.gov/curriculum/ELA/Pages/ELA-Deconstructed-Standards.aspx>

Weeks 1 – 6

**Unit 1 Topic: Reflection on the Narratives
Historical Connections to Literature**

Kentucky Core Academic Standards Focus:

“I CAN” STATEMENTS

RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- I can analyze what a text says explicitly (right there).
- I can formulate inferences (guesses based on reading) from textual evidence (word for word support).
- I can cite resources that support analysis of a text.

RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- I can determine a central idea or theme (overall message or lesson) of a text.
- I can analyze the development of a theme or central idea over the course of a text (contributing key events).
- I can provide an objective summary (key points without adding own opinion) of a text.

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- I can analyze how elements (e.g., plot, character, setting) of a story or drama interact (work together or affect one another).
- I can analyze how a change in one element shapes another.

RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

- I can analyze the effects of various medium techniques on written text (stories, dramas, poems).
- I can analyze the effects of various medium techniques on audio, film, stage, or multimedia.
- I can determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia).
- I can determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia).

RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- I can define historical fiction (fictional story set in the past).
- I can identify a time, place, or character from history portrayed in an historical account in a fictional text.
- I can compare and contrast an historical account of a time, place, or event with that of a fictional account to see how authors sometimes alter or change history in a literary text.
- I can analyze how authors use or alter historical facts to develop their own fictional stories.

<p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • I can analyze several pieces of text to determine what it explicitly (right there) says. • I can formulate inferences (guesses based on reading) from textual evidence (word for word support). • I can cite resources that support analysis of a text. 				
<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • I can analyze the development (makes known) of two or more central ideas (main points) over the course of the text. • I can provide an objective summary (key points without adding own opinion) of the text. 				
<p>W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3 (a): Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>W.7.3 (b): Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>W.7.3 (c): Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>W.7.3 (d): Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>W.7.3 (e): Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<ul style="list-style-type: none"> • I can write a narrative to develop real or imagined experiences or events. • I can engage the reader by establishing a context and point of view. • I can use techniques such as dialogue, pacing, and description to develop experiences, events, and characters. • I can use a variety of transitions to convey sequence and signal shifts. • I can use appropriate, precise, descriptive sensory language. • I can lead to a reflective conclusion. 				
<p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>(a): Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<ul style="list-style-type: none"> • I can draw evidence from key ideas and details as support for research. • I can analyze key ideas and details in a text as evidence for support understanding of text. • I can reflect on key ideas and details in a text as evidence for support understanding of text. • I can draw upon key ideas and details as support for research. 				
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics Historical Fiction Literary Elements	Identify Sub-Topics Theme Objective Summary	Identify Sub-Topics Character Development Historical Setting	Identify Sub-Topics Internal/External Conflict Main Idea	Identify Sub-Topics Central Ideas Points of View	Identify Sub-Topics Writing Process Narrative Writing
G.U.M. Review:	G.U.M. Review:	G.U.M. Review:	G.U.M. Review:	G.U.M. Review:	G.U.M. Review:

Capitalization	Punctuation	Parts of Speech	Comma to Separate Coordinate Adjectives	Context Clues for Word or Phrase Meaning	Greek/Latin Affixes and Roots
<p>I CAN STATEMENTS:</p> <p>I can analyze how elements (e.g., plot, character, setting) of a story or drama interact (work together or affect one another).</p> <p>I can analyze how a change in one element shapes another.</p> <p>I can analyze the effects of various medium techniques on written text (stories, dramas, poems).</p> <p>I can analyze the effects of various medium techniques on audio, film, stage, or multimedia.</p> <p>I can determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia).</p> <p>I can determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia).</p>	<p>I CAN STATEMENTS:</p> <p>I can determine a central idea or theme (overall message or lesson) of a text.</p> <p>I can analyze the development of a theme or central idea over the course of a text (contributing key events).</p> <p>I can provide an objective summary (key points without adding own opinion) of a text .</p> <p>I can compare and contrast historical portrayal of a time, place, or character (person) in an historical account to how each are portrayed or altered in a literary work.</p> <p>I can analyze key ideas and details in a text as evidence for support understanding of text.</p> <p>I can reflect on key ideas and details in a text as evidence for support understanding of text.</p>	<p>I CAN STATEMENTS:</p> <p>I can define historical fiction (fictional story set in the past).</p> <p>I can identify a time, place, or character from history portrayed in an historical account in a fictional text.</p> <p>I can compare and contrast an historical account of a time, place, or event with that of a fictional account to see how authors sometimes alter or change history in a literary text.</p> <p>I can analyze how authors use or alter historical facts to develop their own fictional stories.</p> <p>I can draw evidence from key ideas and details as support for research.</p> <p>I can analyze key ideas and details in a text as evidence for support understanding of text.</p> <p>I can draw upon key ideas and details as support for research.</p>	<p>I CAN STATEMENTS:</p> <p>I can analyze what a text says explicitly (right there).</p> <p>I can formulate inferences (guesses based on reading) from textual evidence (word for word support).</p> <p>I can cite resources that support analysis of a text.</p> <p>I can analyze several pieces of text to determine what it explicitly says.</p> <p>I can determine similarities of text (story, drama, poem) to media (audio, film, stage, multimedia).</p> <p>I can determine the differences of text (story, drama, poem) to media (audio, film, stage, multimedia).</p>	<p>I CAN STATEMENTS:</p> <p>I can determine a central idea or theme (overall message or lesson) of a text.</p> <p>I can analyze the development (makes known) of two or more central ideas (main points) over the course of the text.</p> <p>I can provide an objective summary (key points without adding own opinion) of the text.</p> <p>I can analyze how elements of a story or drama interact.</p> <p>I can reflect on key ideas and details in a text as evidence for support understanding of text.</p>	<p>I CAN STATEMENTS:</p> <p>I can write a narrative to develop real or imagined experiences or events.</p> <p>I can engage the reader by establishing a context and point of view.</p> <p>I can use techniques such as dialogue, pacing, and description to develop experiences, events, and characters.</p> <p>I can use a variety of transitions to convey sequence and signal shifts.</p> <p>I can use appropriate, precise, descriptive sensory language.</p> <p>I can lead to a reflective conclusion.</p>

<p>Critical Vocabulary</p> <p>Elements of Story Character (Minor/Flat) Protagonist Antagonist Setting Point of View Third-Person Omniscient Third-Person Limited Plot Development Conflict Tension</p>	<p>Critical Vocabulary</p> <p>Active Listener Historical Fiction Characterization Monologue Plot Connection Setting Connection Historical Theme Central Idea Objective View Climax Myth/Legend/Fable Trickster Tale Allegory</p>	<p>Critical Vocabulary</p> <p>Character Trait Dialogue Dialect Vernacular Dialect Slang Jargon Lingo Setting (historical) Narrator Ballad Primary Source Secondary Source Knowledge Base</p>	<p>Critical Vocabulary</p> <p>Character Development Narrative Nonfiction [Biography, Memoir, Autobiography, Essay] Implied Main Idea Key Ideas Supporting Details Fact vs. Opinion Internal/External Conflict</p>	<p>Critical Vocabulary</p> <p>Voice/Tone/Mood Literary Techniques Folktale Sensory Details Main Idea Relevant Detail Irrelevant Personal Narrative Descriptive Language Pacing Talk Show Oral Tradition</p>	<p>Critical Vocabulary</p> <p>Sequencing Transitions (words, phrases, clauses) Precise Words Redundancy Extraneous Information Narration Illustration Purpose Audience Composition Structure Anecdote Feedback</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Establish rules, routines and procedures that promote learning, order, and behavior. • Discuss guidelines for discussion and peer or group work. • Define narrative (KCAS Appendix A) and discuss the various forms of narratives (personal, fictional story, memoirs, anecdotes, autobiographies). • Model use of a literacy notebook to collect “seeds” for narrative writing. • Review elements of a story or drama. 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Reinforce routines and procedures established and reflect on how these support a learning community. • Introduce the structure of a reader’s/writer’s workshop. • Review central idea and identifying supporting details, and how to recognize themes. • Discuss the writer’s craft and recognizing the distinguishing features of historical fiction. • Compare and contrast characters 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Continue to reinforce routines and procedures established and reflect on how they support building a safe and respectful learning community. • Engage students in establishing the criteria for effective notebook entries. • Discuss literary criticism and share a student model of a narrative essay. • Analyze and compare time periods (e.g., medieval and modern ballads) to discuss time, place, or character that is 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Model identifying key ideas about individuals, events, and ideas stated in a text • Read and discuss the short story “Amigo Brothers” then have students analyze how the author Piri Thomas uses particular elements of a story (e.g., plot and setting) to resolve internal and external conflicts in his story. • Use the same story to teach a mini-lesson on interpretation of analogies. • Have student partners read an article about 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Peer partners practice identifying two or more central ideas of a text • Share models of narrative text (real or imagined) and written objective summaries. • Read and discuss “Names/Nombres” then have students provide an objective summary of Julia Alvarez’s essay (analyzing how the central idea that our names are an important part of our identity is conveyed through supporting ideas and developed over the course of the text). Also, have 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Use mini-lessons to teach elements of narrative writing and show how technology can enhance this process http://www.readwritetink.org/classroom-resources/student-interactives/profile-publisher-30067.html • Students write a narrative essay • Model exemplar narratives (KCAS Appendix B & C). • Review using a variety of transitions to move events along and to signal shifts • Use “Bums in the Attic” from <i>The House on Mango</i>

<ul style="list-style-type: none"> • Use “Identifying Character Traits” lesson from ReadWriteThink.org • Read “Seventh Grade” by Gary Soto and model Read Alouds/ Think Alouds to make thinking visible and build conversation relationships with and among students. Have student pairs read “Oranges” by Gary Soto and answer questions about author’s technique. Then have students write an essay discussing the central idea of both texts and focusing on how the writer’s use of imagery and language helps the reader experience each situation. • Use Socratic Circles to have students work collaboratively in pairs or small groups during class discussion on “Thank You Ma’am” short story. • Discuss the use of Graphic Organizers as tools for learning. Then watch <i>Literature in Performance</i> video of “Thank You Ma’am” and have students 	<p>from historical fiction (e.g., <i>Crispin: The Cross of Lead, A Single Shard, Good Masters! Sweet Ladies! Voices from a Medieval Village, or The Midwife’s Apprentice</i>) and nonfiction texts (e.g., <i>Joan of Arc or The Medieval World</i>).</p> <ul style="list-style-type: none"> • While reading, have students write a journal response to the questions: “Are characters born brave, or is courage developed by facing fears?” and “How does an author develop memorable characters?” Tell them to justify responses with specific information from the text. • Class discussion (difference between subjective and objective summaries, development of an objective summary) • Use the “Somebody Wanted, But So” summarization strategy to guide the process. • Discuss elements of 	<p>portrayed in an historical account and a fictional work http://www.readwritetink.org/classroom-resources/lesson-plans/analyzing-comparing-medieval-modern-1097.html</p> <ul style="list-style-type: none"> • Discuss the text structure of cause and effect. Divide a historical fiction (e.g., “A Crown of Wild Olive”) into sections and assign to small groups. Ask each group to read their section, identify the cause and effect, and construct a Cause-Effect flow chart to post and share their conclusions with the class. • Read “Passing on the Flame” web article and ask questions that connect the history to “A Crown of Wild Olive” story. • After reading and discussing “A Crown of Wild Olive” have students write an essay based on this question, “How do authors of historical fiction make their 	<p>the dangers of kids boxing then compare the two texts and author point of view.</p> <ul style="list-style-type: none"> • Conduct reading conferences http://www.youtube.com/watch?v=AqqsZRA503o&feature=related • Use the “Fishbowl” strategy to discuss various points of view in a narrative assigned for reading • Do an author study of O. Henry (discussing his surprise endings) and read “A Retrieved Reformation” then discuss the significance of falling action in a plot. Have students recognize the influence of the author’s background. • Watch <i>Literature in Performance</i> video “Jimmy Valentine” and compare to the written story. • Read O. Henry’s <i>After 20 Years</i> and have students cite explicit textual evidence as well as draw inferences about Jimmy and “Silky” Bob to support their analysis of the decisions the 	<p>students explain how Julia Alvarez’s choice of words develops her point of view in her essay.</p> <ul style="list-style-type: none"> • Read <i>Ashputtles</i> and have students produce a Talk Show where each character gives an opinion on the topic and explanation of the results of his or her interactions (the audience should challenge or offer advice and perspective). • Watch a film clip of a <i>Cinderella</i> story version http://www.youtube.com/watch?v=tNCzXil09SQ or http://www.youtube.com/watch?v=Op1D5JOIT_w or http://www.youtube.com/watch?v=NEMN6vbSeBY then have students compare and contrast with the above folktale. • Have students choose a text version of the <i>Cinderella</i> story from a different country http://www.pitt.edu/~%7Edash/type051 	<p><i>Street</i> (McDougal, page 105) to discuss the purpose of anecdotes in writing.</p> <ul style="list-style-type: none"> • Students write their own “Character with Character” story focusing on another time period and the elements learned in this unit. Give option to add visual aids or illustrations to the completed story. • Use constructive criticism during teacher/student conferences to help students begin self-assessing their progress and setting goals. • Demonstrate how to conduct appropriate Peer Conferences. • Use feedback for Self-assessment and revising/editing drafts. • Have students share narratives in small groups. • Publish blogs to class webpage. • Read the short story or play “Rikki Tiki Tavi” and review the elements of a narrative and discuss
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<p>use a Venn diagram to compare the two version of the story.</p> <ul style="list-style-type: none"> • After reading “Thank You Ma’am”, read “Mother to Son” (http://www.poemhunter.com/best-poems/langston-hughes/mother-to-son) and have students write a comparison essay about the lessons learned in both texts. Tell students to begin by stating one lesson learned from each text, then explain how these are similar and different, and cite evidence from both texts to support their response. • Use picture books with response journals. • Vocabulary strategies (e.g., personal dictionary, learning logs, vocabulary journals, comic strip creations). • Demonstrate how to use Word Maps. http://www.readwritethink.org/classroom-resources/lesson-plans/internalization-vocabulary-through-word-307.html • Develop reading plans for 	<p>myths, legends, fables, trickster tales, and folklore (e.g., <i>Prometheus; Theseus and the Minotaur; Ant and the Grasshopper; Waters of Gold; Narcissus</i>)</p> <ul style="list-style-type: none"> • Read and compare alternate point of view (<i>The True Story of the Three Little Pigs, The Tortoise and the Hare Continued, etc.</i>) • Watch a video production of the myth “King Midas and the Golden Touch” http://www.youtube.com/watch?v=y1CmVmslJ18 • Read and discuss the inferred moral of a modern fable (e.g., “The Richer, the Poorer”) then have students compare and contrast the two sisters using a Venn diagram and cites evidence that supports the moral. • Choose a monologue or dialogue (e.g., from <i>Good Masters! Sweet Ladies! Voices from a Medieval</i> 	<p>characters believable?” Cite specific evidence from the text to support responses.</p> <ul style="list-style-type: none"> • Analyze key ideas and details in a text as evidence for support of understanding (e.g., from “Boy: Tales of Childhood”; from “Knots in My Yo-Yo String”; from “An American Childhood”) • Provide opportunities for group discussion • Class discussion using picture books (such as <i>Sundiata: Lion King of Mali</i>) of how epic poems capture characters • View a primary source document (e.g., the <i>Luttrell Psalter</i> manuscript) • http://www.learner.org/interactives/middleages/resources.html • Use research to reflect historical periods through art and music http://www.metmuseum.org/collections/search-the-collections?ft=arms+an 	<p>characters made.</p> <ul style="list-style-type: none"> • Have a student volunteer look up and share information on “The Guided Age” and tell students to write a journal response for the story connection to history. • Watch “Hearts and Hands” by O. Henry then discuss http://www.online-literature.com/o_henry/1019/ • Role-play events or scenes. • Use Graphic organizers http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html • Journal responses • Teach language standards in context using mentor texts. • Vocabulary strategies http://www.readwritethink.org/classroom-resources/lesson-plans/spell-word-prefix-without-399.html • Bell work for language skills (e.g., Mon-Thurs use G.U.M. and on Fri give a paragraph to edit/revise) • Help students 	<p>0a.html to compare with the story they are familiar with from Disney Productions</p> <ul style="list-style-type: none"> • Discuss the variety of techniques used to engage the reader and establish context (foreshadowing, figurative language, characterization, repetition, plot development, symbolism, theme) • Review sensory details that help readers visualize or sense the action • Demonstrate how authors use dialogue, pacing, and description to develop events and characters • Compare and contrast relevant vs. irrelevant details developing experiences, events, and characters • Student planning • Vocabulary strategies • Bell work for language skills (e.g., Mon-Thurs use G.U.M. and on Fri 	<p>personification.</p> <ul style="list-style-type: none"> • Watch “Rikki Tiki Tavi” YouTube video and compare versions of the story: http://www.youtube.com/watch?v=OCrEX4MxAzA • Read the companion text “The Dinner Party” by Mona Gardner http://my.hrw.com/support/hos/hostpdf/host_text_103.pdf for comparison of topic by different authors. • Read informational texts “Primal Compassion” (McDougal, pg. 138-141) and discuss the difference between subjective and objective point of view, then read http://www.wildwatch.com/living_library/mammals-2/mongoose and watch the video clip http://www.youtube.com/watch?v=AEy0MczVGg0 about the mongoose and discuss how the authors use facts to create fiction assessing evidence to
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<p>independent reading http://www.readwritethink.org/classroom-resources/lesson-plans/developing-reading-plans-support-836.html</p> <ul style="list-style-type: none"> • Bell work for language skills (e.g., Mon-Thurs use G.U.M. and on Fri give a paragraph to edit/revise). • Most of us have had to be courageous at some point in our lives to accomplish a goal or overcome an obstacle. Often we are faced with tasks that seem impossible. Write a narrative essay about a time that you showed courage, about something you were able to accomplish that you first thought would be impossible, or tell about a goal you tried to achieve. Use details and examples to explain what problems you had to overcome, obstacles you faced, how you showed courage in dealing with the situation, and the outcome. 	<p><i>Village</i>) to present a scene for a dramatic reading</p> <ul style="list-style-type: none"> • Read the legend “Young Arthur” and have student write monologues (e.g., from the tournament scene) • http://www.historyforkids.org/learn/medieval/index.htm • Vocabulary strategies http://www.readwritethink.org/classroom-resources/lesson-plans/flip-chip-examining-affixes-253.html • Bell work for language skills (e.g., Mon-Thurs use G.U.M., Fri give a paragraph to edit/revise) 	<p>d+armor And http://art.thewalters.org/detail/3417/childs-suit-of-armor/</p> <ul style="list-style-type: none"> • Create a family Coat of Arms Shield • Vocabulary strategies http://www.readwritethink.org/classroom-resources/lesson-plans/improve-comprehension-word-game-1042.html • Bell work for language skills (e.g., Mon-Thurs use G.U.M. and on Fri give a paragraph to edit/revise) 	<p>conceptualize main idea http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation</p> <ul style="list-style-type: none"> • Everyone goes through changes. Think about a personal experience or an experience you have read about, watched on television, or seen in a movie. Why did this change occur and how did it affect the person's life? Write a narrative in which you describe a change a person experienced in his or her life. 	<p>give a paragraph to edit/revise)</p> <ul style="list-style-type: none"> • Characters respond to challenges differently based upon the circumstances and their own personal motivations, strengths, and weaknesses. Consider two different characters from a story (or stories) you have read. What challenges did these characters face? How did they respond to these challenges? In a well-developed essay, compare and contrast how these two characters responded to the challenges they faced. Make sure to include specific details and examples from the text(s) to support your interpretation. 	<p>support claims and assertions.</p> <ul style="list-style-type: none"> • Use a variety of Vocabulary strategies • Make personal dictionaries for Greek and Latin Affixes and Roots: http://wordinfo.info/units • Discuss sentence development and revision: http://greatsentences.blogspot.com/p/structurelength.html • Bell work for language skills (e.g., Mon-Thurs use G.U.M. and on Fri give a paragraph to edit/revise)
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class Discussion • Story Mapping 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class Discussion • Venn Diagram 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class Discussion • Graphic Organizers 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Fishbowl Discussion • SRE Charts 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class Discussion • Graphic Organizers 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Class Discussion • QAR Charts

<ul style="list-style-type: none"> Worksheets Vocabulary Journals Literacy Notebooks Socratic Circles Word Maps Quiz Comic Strip <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Worksheets Journals Personal Dictionaries Literature Circles Word Maps Quiz Exit Slips <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Worksheets Journals Personal Dictionaries Literature Circles Word Maps Quiz Dramatization w/script <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Worksheets Quick Writes Personal Dictionaries Performance Task Word Maps Quiz Exit Slips <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Writing Drafts Journals Personal Dictionaries Literature Circles Word Maps Exit Slips <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Exit Slips Greek/Latin Journals Personal Dictionaries Peer Conference Sheets Word Maps Reflective Essay <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> On-demand Published Narrative G.U.M. Test Vocabulary Test <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Literature</i> (p. 20-26, 29-36) Common Core Standards Unit Maps ReadWriteThink.org website (lesson plans and student interactives) Various reading material (historical fiction) Reference Materials Graphic Organizer Templates <i>Marzano's Vocabulary Instruction That Works</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Literature</i> (p. 706-707, 310-315, 800-803, 804-809, 812-817, 828-831, 316-322, S4-S17 & 832-835) Common Core Standards Unit Maps ReadWriteThink.org website (lesson plans and student interactives) Various reading material (historical fiction) <i>Marzano's Vocabulary Instruction That Works</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Literature</i> (p. 533, 573, 381, 75-79, 708-731) Common Core Standards Unit Maps ReadWriteThink.org website (lesson plans and student interactives) Various reading material (historical fiction /nonfiction) <i>Marzano's Vocabulary Instruction That Works</i> <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Literature</i> (p. 150-153, 154-161, 175, 163-171, 176, 361-373, 398) Common Core Standards Unit Maps ReadWriteThink.org website (lesson plans and student interactives) Various reading material (historical fiction/nonfiction) Computers/Internet access <i>Marzano's Vocabulary Instruction That Works</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Literature</i> (p. 37-44, 818-825, 872) Common Core Standards Unit Maps ReadWriteThink.org website (lesson plans and student interactives) Various reading material (historical fiction/nonfiction) Computers/Internet access <i>Marzano's Vocabulary Instruction That Works</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> <i>McDougal Literature</i> (p. 178-182, R34-R46, 121-137) Common Core Standards Unit Maps ReadWriteThink.org website (lesson plans and student interactives) Various reading material (historical fiction/nonfiction) Computers/Internet access Class Webpage <i>Marzano's Vocabulary Instruction That Works</i>

<ul style="list-style-type: none"> • Zaner-Bloser G.U.M. (Daily Bellwork) • “You’re the Teacher” CD Editing • Words of the Day and Test Prep Question of the Day http://tv.nytimes.com/learning/students/index.html • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • http://www.wordle.net/ • http://www.literacy-builders.com/component/content/article/237-literacy-a-z/228-writers-notebook-literacy-a-z • http://www.readwritetink.org/professional-development/professional-library/multiple-texts-multiple-opportunities-30481.html • http://www.englishcompanion.com/classroom/notemaking.htm • http://www.youtube.com/watch?feature=endscreen&NR=1&v=j_PQs3kzXoM • http://www.corndancer.com/tunes/tunes_print/soccirc.pdf 	<p>Works</p> <ul style="list-style-type: none"> • Zaner-Bloser G.U.M. (Daily Bellwork) • “You’re the Teacher” CD Editing • http://www.themiddleages.net • http://www.learner.org/interactives/middleages/index.html • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • http://www.themiddleages.net/people/king_arthur.html • http://www.litcircles.org/ • http://lrs.ed.uiuc.edu/students/mmarassa/mythology/echo.html • http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/ 	<ul style="list-style-type: none"> • “You’re the Teacher” CD Editing • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • http://www.litcircle.org/ • http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/ 	<ul style="list-style-type: none"> • Zaner-Bloser G.U.M. (Daily Bellwork) • “You’re the Teacher” CD Editing • Fishbowl Strategy http://www.peterpapas.com/files/fishbowl-discussion-3.pdf • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/ 	<p>Works</p> <ul style="list-style-type: none"> • Zaner-Bloser G.U.M. (Daily Bellwork) • “You’re the Teacher” CD Editing • Fishbowl Strategy http://www.peterpapas.com/files/fishbowl-discussion-3.pdf • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/ 	<p>Works</p> <ul style="list-style-type: none"> • Zaner-Bloser G.U.M. (Daily Bellwork) • “You’re the Teacher” CD Editing • http://www.timeforkids.com/homework-helper/a-plus-papers • http://wordinfo.info/ • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • <i>Read-Aloud Plays: Classic Short Stories</i> by Scholastic • http://www.education.ky.gov/kde/instructional-resources/high+school/english+language+arts/writing/literacy+link+newsletter.htm
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Suggested Independent Readings: *Little Women, The House on Mango Street, The Prince and the Pauper, The Great Fire, Fahrenheit 451*

Weeks 7 - 12

**Unit 2 Topic: Study of Character
Examining Those Who Persevered in Challenging Circumstances**

Kentucky Core Academic Standards Focus:

“I CAN” STATEMENTS

RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

- I can analyze how elements of a story or drama interact.
- I can analyze how a change in one element shapes another.

RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- I can explain why authors choose different points of view in a text.
- I can contrast different points of view of different characters or narrators in a text.
- I can analyze how the author develops points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.

<p>RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<ul style="list-style-type: none"> • I can define historical fiction (fictional story set in the past). • I can identify a time, place, or character from history portrayed in an historical account in a fictional text. • I can compare and contrast an historical account of a time, place, or event with that of a fictional account to see how authors sometimes alter or change history in a literary text. • I can analyze how authors use or alter historical facts to develop their own fictional stories.
<p>RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • I can analyze the development (makes known) of two or more central ideas (main points) over the course of the text. • I can provide an objective summary of the text.
<p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<ul style="list-style-type: none"> • I can define point of view as how the author feels about the texts. • I can determine the author’s point of view or purpose of a text. • I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text. • I can explain how the author conveys his/her point of view throughout the text. • I can distinguish between the author’s point of view and those of others mentioned or implied in the text. • I can contrast how the author distinguishes his/her position from that of others.
<p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<ul style="list-style-type: none"> • I can identify argument and claims in a text. • I can identify the side of an argument an author presents in a text. • I can define relevant evidence, sufficient evidence, and sound reasoning. • I can identify claims that are supported by fact(s) and those that are opinion(s). • I can trace the argument and specific claims throughout a text. • I can assess the relevance, sufficiency, or soundness of evidence used to support claims in a text. • I can evaluate the argument and specific claims in a text.
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1 (a): Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1 (b): Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or</p>	<ul style="list-style-type: none"> • I can produce an argument (answer) to support claims with textual evidence. • I can introduce claims and acknowledge opposing or alternate claims that are logically organized. • I can support claims with logical reasoning and relevant evidence. • I can cite credible and accurate sources of information.

<p>text.</p> <p>W.7.1 (c): Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1 (d): Establish and maintain a formal style.</p> <p>W.7.1 (e): Provide a concluding statement or section that follows from and supports the argument presented.</p>			<ul style="list-style-type: none"> • I can use words, phrases, and clauses to create cohesion and clarify relationships. • I can establish and maintain a formal style. • I can provide an appropriate concluding statement that follows from and supports the argument presented. 		
<p>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>			<ul style="list-style-type: none"> • I can select appropriate sources of information to answer a question. • I can determine relevant and irrelevant information from sources to answer a question. • I can formulate focused questions from sources of information for further research and investigation. • I can conduct steps for research to answer a question. • I can generate additional related, focused questions for further research and investigation. • I can apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation. 		
<p>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			<ul style="list-style-type: none"> • I can assess the credibility and accuracy of sources. • I can quote or paraphrase the data and conclusions of others avoiding plagiarism. 		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics Relationship Between Elements Novel Study	Identify Sub-Topics Developing Central Ideas Novel Study	Identify Sub-Topics Poetry and Nonfiction Point of View Novel Study	Identify Sub-Topics Research Project Novel Study	Identify Sub-Topics Argumentative Essay Novel Study	Identify Sub-Topics Speech/Debate Novel Study
G.U.M. Review: Spelling Rules	G.U.M. Review: Multiple-Meaning Words	G.U.M. Review: Homophones	G.U.M. Review: Denotations Connotations	G.U.M. Review: Word Relationships Synonyms/Antonyms	G.U.M. Review: Word Relationships Analogies
I CAN STATEMENTS: I can analyze how a change in one element shapes another. I can analyze how	I CAN STATEMENTS: I can analyze the development of two or more central ideas over the course of a text.	I CAN STATEMENTS: I can define point of view as how the author feels about the texts. I can determine the	I CAN STATEMENTS: I can identify argument and claims in a text. I can identify the side of an argument an author	I CAN STATEMENTS: I can conduct steps for research to answer a question. I can select appropriate	I CAN STATEMENTS: I can produce an argument (answer) to support claims with textual evidence.

<p>elements of a story or drama interact.</p> <p>I can explain why authors choose different points of view in a text.</p> <p>I can contrast different points of view of different characters or narrators in a text.</p> <p>I can analyze how the author develops points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.</p>	<p>I can provide an objective summary of the text.</p> <p>I can define historical fiction (fictional story set in the past).</p> <p>I can identify a time, place, or character from history portrayed in an historical account in a fictional text.</p> <p>I can compare and contrast an historical account of a time, place, or event with that of a fictional account to see how authors sometimes alter or change history in a literary text.</p> <p>I can analyze how authors use or alter historical facts to develop their own fictional stories.</p>	<p>author’s point of view or purpose of a text.</p> <p>I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text.</p> <p>I can explain how the author conveys his/her point of view throughout the text.</p> <p>I can distinguish between the author’s point of view and those of others mentioned or implied in the text.</p> <p>I can contrast how the author distinguishes his/her position from that of others.</p>	<p>presents in a text.</p> <p>I can define relevant evidence, sufficient evidence, and sound reasoning.</p> <p>I can identify claims that are supported by fact(s) and those that are opinion(s).</p> <p>I can trace the argument and specific claims throughout a text.</p> <p>I can assess the relevance, sufficiency, or soundness of evidence used to support claims in a text.</p> <p>I can evaluate the argument and specific claims in a text.</p>	<p>sources of information to answer a question.</p> <p>I can determine relevant and irrelevant information from sources to answer a question.</p> <p>I can formulate focused questions from sources of information for further research and investigation.</p> <p>I can generate additional related, focused questions for further research and investigation.</p> <p>I can apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation.</p> <p>I can assess the credibility and accuracy of sources.</p> <p>I can quote or paraphrase the data and conclusions of others avoiding plagiarism.</p>	<p>I can introduce claims and acknowledge opposing or alternate claims that are logically organized.</p> <p>I can support claims with logical reasoning and relevant evidence.</p> <p>I can cite credible and accurate sources of information.</p> <p>I can use words, phrases, and clauses to create cohesion and clarify relationships.</p> <p>I can establish and maintain a formal style.</p> <p>I can provide an appropriate concluding statement that follows from and supports the argument presented.</p> <p>Note: Speaking & Listening Standards with emphasis on “Presentation of Knowledge & Ideas” should be included here for speeches/debates.</p>
<p>Critical Vocabulary Perseverance</p>	<p>Critical Vocabulary Biography</p>	<p>Critical Vocabulary Epitome</p>	<p>Critical Vocabulary Claims/Counterclaims</p>	<p>Critical Vocabulary Relevant/Irrelevant</p>	<p>Critical Vocabulary Podcast Essay/Report</p>

<p>External Conflict Internal Conflict Generalization Author’s Style Author’s Purpose Literary Devices Criticism Elaboration</p>	<p>Autobiography Graphical Autobiography Photobiography Biographical Sketch Memoir Author’s Voice Author’s Viewpoint Bias</p>	<p>Bio-Poem Prose Impromptu Diction Imagery Figurative Language Skit Line Denotation Connotation</p>	<p>Credible/Credibility Accuracy Reliable/Reliability Evidence Citation Research Steps Formal Language Document Mass Media Native Speaker Political Speech</p>	<p>Plagiarism Quotations Paraphrase Formal Style Formal Speech Organization & Unity Bibliography Body Language Eye Contact Nonverbal Cue Gesture Pitch/Intonation</p>	<p>Speech/Debate Argumentation Informal Language Viewpoint Juxtaposition Sound Reasoning Thesis Statement Research Paper Cross-Reference Resource Material Restatement</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Define “perseverance” [Give one, get one post-it note activity and word map] Watch the movie trailer for <i>The Blind Side</i> (http://www.youtube.com/watch?v=D-1JEVpdSCo) and discuss differing perspectives Watch YouTube video about perseverance and discuss the quality’s importance http://www.youtube.com/watch?v=Y6hz_s2XIAU Read and discuss fiction and nonfiction texts 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Compare and contrast print and media versions; use various photobiographies (e.g., <i>The Moon Landing</i>; <i>Helen Keller</i>) Read and monitor response journals for <i>Dare to Dream!: 25 Extraordinary Lives</i> by Sandra McLeod Humphrey. Think about how each person has a different limit to which they can be pushed while overcoming the challenges and obstacles they face. Read Ernesto Galarza’s <i>Barrio Boy</i>. Have student 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Read and discuss a poem (e.g., <i>I Know Why the Caged Bird Sings</i>), a folktale (e.g., <i>The People Could Fly</i>), and nonfiction (e.g., “Anthony Burns: The Defeat and Triumph of a Fugitive Slave”) about perseverance. Question students about the significance of using dialect and a common theme. Have students create a story map of a novel in preparation of writing a summary. Compare the prose and poetry of 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Explore author’s voice using <i>Roll of Thunder, Hear My Cry</i> and <i>Out of the Dust</i> Explain and discuss appropriate research steps and search terms Use seed discussions to cause students to think critically about the text they are reading, and plant “seeds” for possible research: http://www.readwrite-think.org/classroom-resources/printouts/s-eeed-discussion-organizer-30632.html Use Scholastic’s Instant Internet Activities to model 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Model effective search strategies to gather relevant information from print, interview, and digital sources Implement appropriate inquiry methods for research projects (e.g., Statement Reason Evidence – SRE graphic organizer) Review and demonstrate how to determine credibility and accuracy of sources http://www.streetlaw.org/en/landmark/teaching_strategies/evaluating_web_sites Review organizational 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> Review argumentative writing http://www.jimpryor.net/teaching/vocab/argument.html Demonstrate how to recognize and use phrases or clauses that create cohesion and clarify relationships Use a variety of paragraphs from informational texts to examine their structure. Have students identify topic sentence, supporting sentences, and concluding sentences and analyze each

<p>featuring characters that demonstrate perseverance (such as <i>The Outsiders</i> or <i>The Miracle Worker: A Play, "from Growing Up"</i>) and informational articles with timelines of the same era.</p> <ul style="list-style-type: none"> • Use "Seed Discussions" organizer for responding to historical fiction [e.g., <i>Roll of Thunder, Hear My Cry</i> (Civil Rights Movement) and <i>Out of the Dust</i> (Great Depression)] discussing how the author's style affects believability • Analyze the interaction of story elements such as setting, characters, and plot • Create a "Moodle" for classroom discussion boards http://moodle.org/ • Analyze how the setting (historical context) of story or biography shapes the character's 	<p>determine the figurative and connotative meanings of words (such as buxom superstructure, runty, and alien) as well as phrase (such as without further ado, safe anchorage of the desks, not so much a melting pot as a griddle, and eyes wide open until they popped). They should analyze how Galarza's specific word choices impact the meaning and tone of his writing and the characterization of the individuals and places he describes.</p> <ul style="list-style-type: none"> • Identify and explain how multiple central ideas of perseverance are developed in biographies (e.g., Elvis, The Beatles), autobiographies (e.g., "from I Never Had It Made" or <i>What's the Big Idea</i> books by Jean Fritz), and memoirs (e.g., "from Long Walk to Freedom") • Have students trace the line of argument using "As I See It" strategy (in Nelson 	<p>Langston Hughes or Gary Soto; discuss author's form and use of literary techniques, such as diction and imagery in "Oranges" compared to the form and language in <i>Jesse</i></p> <ul style="list-style-type: none"> • Share the book <i>Stolen into Slavery, The True Story of Solomon Northup, Free Black Man (by Judith and Dennis Fradin)</i> and compare different authors' point of view or purpose in texts read http://www.biography.com/people/william-sydney-porter-9542046?page=1 • Student performed skits • Identify details or examples and discuss how an author sets up his unique position and distinguishes it from other common theories or ideas • Literature Circles for <i>The Worst of Two Choices</i> and write "Welcome Letters" 	<p>how to use several research sources to answer questions and how to generate more questions for further investigation</p> <ul style="list-style-type: none"> • Practice standard formats of citation • Conduct research on a person of interest, such as Martin Luther King, Jr., who demonstrated perseverance and show a video clip (such as YouTube) of him giving his speech "I Have A Dream" then discuss the elements of speech and effects oral presentation • Students write essays to evaluate the impact of using different mediums to present a point of view on Civil Rights. Explain the advantage of one form over the other. Cite textual evidence to support answers. • Listen to Abraham Lincoln's speech "Gettysburg Address" and John 	<p>strategies</p> <ul style="list-style-type: none"> • Handouts for writing a thesis • Use <i>Inventing the Future: A Photobiography of Thomas Alva Edison</i> discuss how a failure can be construed as a success, and practice citing information from texts read • Share the book <i>Rosa Parks</i> by Maryann N. Weidt and watch I Too Sing America YouTube video representation (http://www.youtube.com/watch?v=TuRQDrYSOVQ). Ask students to compare the two texts (can also use websites listed in the back of the book for research) • Model appropriate body language during public speaking • After reading and discussing the speech "Ain't I a Woman" by Sojourner Truth (http://www.fordham.edu/halsall/mod/sojtr-uth-woman.asp) and 	<p>sentence's role in developing the key concept:</p> <p>http://www.readwrite-think.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html</p> <ul style="list-style-type: none"> • Review and model how to quote, paraphrase, and cite information correctly: http://www.readwrite-think.org/professional-development/strategy-guides/write-alouds-30687.html • Create and share a multimedia presentation that persuades why the person you chose to research is the most determined • Conduct speeches or debates (e.g., Socs vs. Greasers from <i>The Outsiders</i>) • Demonstrate how to record and upload research report/essay as a podcast to the class webpage • Facilitate and conference during the writing process • Model how to use
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<p>development</p> <ul style="list-style-type: none"> • Model various strategies to determine the intended meaning of words (e.g., using context clues and syntax) • Demonstrate how to identify inferred meaning of words in context • Model how to use reference materials (e.g. digital dictionary, thesaurus, encyclopedia sources) • Bell work for language skills (e.g., Mon-Thurs use G.U.M., Fri give a paragraph to edit/revise) • There are some skills that virtually all people use every day. There are also some skills that only few people have, but all people should master. Think about a skill that most people do not have but could benefit from mastering. Why would people benefit from having this skill? What are the consequences of not having this skill? Write an essay to argue that all people should master this certain skill. • Have students create a book jacket for novel 	<p>Mandela’s “from Long Walk to Freedom” or Louis L’Amour’s <i>The Eternal Frontier</i>) and evaluate the specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and those which are not.</p> <ul style="list-style-type: none"> • Watch a literature video with historical connections (e.g., <i>House of Dies Drear</i> – Underground Railroad) and tie to novel <i>Roll of Thunder, Hear My Cry</i> (racism theme connections); review and model how to correctly and objectively summarize a text using evidence from the story. • Establish roles and responsibilities as they apply to various discussion groups (such as literature circles) • Use paragraphs in a text structure activity http://www.literacy 	<ul style="list-style-type: none"> • Provide opportunities for students to prepare for and participate in discussion groups (such as discussion web strategy) • Write a bio-poem about a character, real or fictional, who you think demonstrates perseverance and recite it for the class as a dramatic reading • Whole group activity: read aloud “from The Autobiography of Malcolm X” and divide students into two categories (Pros/Cons). Ask students to evaluate Malcolm’s method of self-education and compare it with the more traditional methods. Have them make a chart that lists pros and cons of each method. • Word study – Greek and Latin word parts (e.g., Roots, Suffixes: -able, -ible, -ate, -er, -or, -ful, -ist, -less, -ly, -ment, -tion) 	<p>F. Kennedy’s speech “Address to the Nation on Civil Rights” then compare the two perspectives.</p> <ul style="list-style-type: none"> • Analyze famous speeches as arguments http://www.readwritethink.org/classroom-resources/lesson-%20%20%20%20%20%20%20%20plans/analyzing-famous-speeches-arguments-30526.html • Discuss how to determine relevant and irrelevant information from sources • Revising – “Automobile Names” and “The Word Chicken in these Titles” Connotation Activities • Demonstrate how to identify inferred meaning of words in context. • Demonstrate how to distinguish among the connotations (associations) of words with similar denotations 	<p>Angelina Grimke’ Weld’s speech (http://www.pbs.org/wgbh/aia/part4/4h2939t.html) have students write a critical analysis of how these authors, writing speeches about the same topic, shape the presentations of their most important ideas. Cite specific examples from the texts to support the analysis.</p> <ul style="list-style-type: none"> • View Sojourner Truth Speech (http://www.youtube.com/watch?v=XilHJc9IzVE&feature=related) and then have students compare the filmed presentation to the printed speech. Ask them to explain how the portrayal of Sojourner Truth giving her speech affected the impact of her words. Cite specific examples to support the comparison. • Demonstrate how to identify inferred meaning of words in 	<p>reference materials (e.g. digital dictionary, thesaurus, encyclopedia sources)</p> <ul style="list-style-type: none"> • Have student groups do <i>Easy Simulations</i> – <i>Civil War</i> by Tim Bailey (from Scholastic) • Have students write a response to the question “What makes characters in historical fiction believable?” Tell them to cite specific details from texts read. Students could begin a class blog to discuss their writings. • Watch a video about surviving in the wilderness and discuss the arguments presented http://dsc.discovery.com/survival/ • Stranded Activity – Divide students into groups and tell them to imagine their plane just went down on a deserted island. Give each group a bag of limited products (piece of gum, paper
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<p>being read.</p>	<p>ader.com/sites/litlead.essdack.org/files/text%20structure%20sort%20secondary_0.pdf</p> <ul style="list-style-type: none"> • Use <i>Civil War</i> book and audio CD from Scholastic's <i>America at War</i> series (facts and photos) to open discussion about the freedom of slavery theme and tie to novel <i>Roll of Thunder, Hear My Cry</i> • http://stemresources.com/static/tools/Assessments/Formative/Assessments/SeeIt/index.html • Word study – continue personal dictionaries from first unit, include synonyms for perseverance and Greek and Latin word parts (e.g., Roots, Prefixes: bi-, extra-, fore-, il-, im-, mis-, post-, pre-, re-, un-) • Bell work for language skills (e.g., Mon-Thurs use G.U.M., Fri give a paragraph to edit/revise) 	<ul style="list-style-type: none"> • Bell work for language skills (e.g., Mon-Thurs use G.U.M., Fri give a paragraph to edit/revise) • Imagine that you are riding on a train or a bus. Suddenly the train or bus stops, and the driver announces that you have reached the end and you must get off. As the train or bus departs, you realize that you have no idea where you are. What will you do? Write an argumentative essay about this unfamiliar place and the best way to get home. 	<p>(definitions) using a T-chart.</p> <ul style="list-style-type: none"> • Model how to use reference materials (e.g. print and digital, dictionary, thesaurus, encyclopedia sources) • Bell work for language skills (e.g., Mon-Thurs use G.U.M., Fri give a paragraph to edit/revise) 	<p>context</p> <ul style="list-style-type: none"> • Help students evaluate websites http://www.streetlaw.org/en/landmark/teaching_strategies/evaluating_web_sites • Engage students in discussion that analyzes how a particular sentence or paragraph contributes to the overall ideas of a text: http://www.facinghistory.org/resources/strategies/save-last-word-me • Model how to use reference materials (e.g. print thesaurus) • Bell work for language skills (e.g., Mon-Thurs use G.U.M., Fri give a paragraph to edit/revise) 	<p>clip, rubber band, pencil, and a coin) stating these items are all they have besides what they have on their person. Ask them to plan out survival using only what they have. Then have groups present their best argument for survival to the class.</p> <ul style="list-style-type: none"> • Review article and have students compare their listing to the one given in the article http://adventure.nationalgeographic.com/2008/08/everyday-survival/laurence-gonzales-text/1 • Bell work for language skills (e.g., Mon-Thurs use G.U.M., Fri give a paragraph to edit/revise)
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Graphic Organizers (Drama Map, Word Map, Plot Diagram, Story Elements Web) • Post-it Notes 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Graphic Organizers (Venn Diagram, Response Chart) • Character Trading Cards 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Graphic Organizers (Conflict-Resolution Guide, Background Knowledge Chart) 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • T-Charts • Book Notes • Student-Generated Questions 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Research Notecards • SRE graphic organizer • Personal Dictionaries • Learning Logs 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • On-Task Checklist Sheet • Learning Logs • Peer Conference

<ul style="list-style-type: none"> • Class Discussion • Response Journals • Personal Dictionaries • Quiz • Book Jacket <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Response Journals • Quick Writes • Literature Circles • Personal Dictionaries • Objective Summary • Quiz <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Class Discussion • Personal Dictionaries • Literature Circles • Bio-poem • Welcome Letter • Skit w/script <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Self-Assessments • Connotation Revision Passage Handout • Response Journals • Personal Dictionaries • Quiz <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Interview Sheets • Citations • Class Discussion • Dictionary Hunt Sheets • Save the Last Word • Research Report • Essay <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Sheets • Student-Teacher Conference Sheets • Triple-Entry Journal • Write-Alouds • Speech Presentation • Debate • Podcast <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Research Report • Published Argumentation • On-demand Vocabulary Test • G.U.M. Test <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • <i>McDougal Literature</i> (p. 621-630) • Common Core Curriculum Maps • KCAS Appendix B • ReadWriteThink • Dictionaries • Various Print/Nonprint Fiction, Nonfiction and Historical Text • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • <i>McDougal Literature</i> (p. 287-296, 463-469, 694-698, 732-739) • Common Core Curriculum Maps • KCAS Appendix B • ReadWriteThink • Dictionaries • Various Print/Nonprint Biographies, Autobiographies, and Photobiographies • <i>Marzano's Vocabulary</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • <i>McDougal Literature</i> (p. 750-766, 767-772, 632-635) • Common Core Curriculum Maps • KCAS Appendix B • ReadWriteThink • Dictionaries • Website for The Poetry Foundation • Letter Generator • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • <i>McDougal Literature</i> (p. R53-R57, 780-786) • Common Core Curriculum Maps • KCAS Appendix B • ReadWriteThink • Dictionaries • Speech Recordings • Internet/Computer • Document Camera • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • <i>McDougal Literature</i> (p. 699, R51-52) • Common Core Curriculum Maps • KCAS Appendix B • ReadWriteThink • Thesauri • Internet/Computers • Document Camera • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • "You're the Teacher" 	<p style="text-align: center;">Resources Needed</p> <ul style="list-style-type: none"> • <i>McDougal Literature</i> (p. R100-106) • Common Core Curriculum Maps • KCAS Appendix A • Samples of Student Writing (Appendix C) • ReadWriteThink • Digital Resource Material • Internet/Computers • Audio & Video Recorder or Webcam • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork)

<p>(Daily Bellwork)</p> <ul style="list-style-type: none"> • “You’re the Teacher” CD Editing • http://freeology.com/graphicorgs/pdf/giveonegetone.pdf • Seed Discussion Organizer http://www.readwritethink.org/classroom-resources/printouts/seed-discussion-organizer-30632.html • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • TeenInk.com 	<p><i>Instruction That Works</i></p> <ul style="list-style-type: none"> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • “You’re the Teacher” CD Editing • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • TeenInk.com • http://www.englishcompanion.com/classroom/notemaking.htm • http://www.wordle.net/ • http://www.readwritethink.org/files/resources/lesson_images/lesson1053/quick_write_draw.pdf 	<p>(Daily Bellwork)</p> <ul style="list-style-type: none"> • “You’re the Teacher” CD Editing • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • TeenInk.com • http://www.webenglishteacher.com/argument.html • http://www.wordle.net/ • http://www.readwritethink.org/files/resources/lesson_images/lesson819/graphic-organizer.pdf • PoemHunter.com • http://rauschreading09.pbworks.com/f/%22Oranges%22+by+Gary+Soto.pdf 	<p>(Daily Bellwork)</p> <ul style="list-style-type: none"> • “You’re the Teacher” CD Editing • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • <i>Harriet Tubman & the Underground Railroad</i> Instant Internet Activities Folder from Scholastic Technology • <i>Kids’ Translations I Have A Dream Speech</i> by Capstone Press • <i>I Have a Dream, The Story of Martin Luther King</i> by Margaret Davidson • TeenInk.com 	<p>CD Editing</p> <ul style="list-style-type: none"> • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • TeenInk.com • http://www.kyvl.org/ • http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html • <i>Speak Out! Debate and Public Speaking in the Middle Grades</i>, by John Meaney and Kate Shuster • http://www.factmonster.com/ 	<ul style="list-style-type: none"> • “You’re the Teacher” CD Editing • Class sets of young adult literature with teaching materials (Louisville Free Public Library) http://www.lfpl.org/ • TeenInk.com • http://www.amle.org/Publications/MiddleSchoolJournal/Articles/May2007/Article2/tabid/1420/Default.aspx • http://crmsliteracy.wikispaces.com/Triple+Entry+Journals • http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html
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Suggested Independent Readings: *Treasure Island, The Call of the Wild, Holes, Across Five Aprils, The True Confessions of Charlotte Doyle*

<p>Weeks 13 - 18</p>	
<p>Unit 3 Topic: Analysis of Poetry & Drama Determination in Life and in Literature NOTE: CHANGE “POETRY” SECTION TO APRIL TO CORRESPOND WITH POETRY MONTH</p>	
<p><u>Kentucky Core Academic Standards Focus:</u></p>	<p>“I CAN” STATEMENTS</p>
<p>RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • I can determine a central idea or theme (overall message or lesson) of a text. • I can analyze the development of a theme or central idea over the course of a text. • I can provide an objective summary (key points without adding own

	opinion) of a text.
RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> • I can analyze how elements of a story or drama interact. • I can analyze how a change in one element shapes another.
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.	<ul style="list-style-type: none"> • I can distinguish between literal (means exactly what it says) and figurative language (what is said is not exactly what is meant) • I can distinguish between denotative (dictionary definition) and connotative meanings (associations or carry feeling) • I can interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text. • I can analyze the impact of rhymes and other repetitions of sounds, including alliteration, on a specific verse or stanza of a poem, section of a story, or drama.
RL.7.5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<ul style="list-style-type: none"> • I can recognize the differences between the form/structure used in stories and the form/structure used in dramas and poems. • I can analyze the structure of a drama and explain how parts of the drama affect the meaning/message. • I can analyze the form/structure of a poem (e.g., rhyme scheme, line breaks, free verse) and explain how the form/structure affects the overall meaning.
RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none"> • I can explain why authors choose different points of view in a text. • I can contrast different points of view of different characters or narrators in a text. • I can analyze how the author develops points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<ul style="list-style-type: none"> • I can analyze the effects of various medium techniques on written text (stories, dramas, poems). • I can analyze the effects of various medium techniques on audio, film, stage, or multimedia. • I can determine similarities and differences of text (story, drama, poem) to media (audio, film, stage, multimedia).
RL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none"> • I can define historical fiction (fictional story set in the past). • I can identify a time, place, or character from history portrayed in an historical account in a fictional text. • I can compare and contrast an historical account of a time, place, or event with that of a fictional account to see how authors sometimes alter or change history in a literary text.

	<ul style="list-style-type: none"> • I can analyze how authors use or alter historical facts to develop their own fictional stories.
<p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • I can analyze several pieces of text to determine what it explicitly says. • I can formulate inferences (guesses based on reading) from textual evidence (word for word support). • I can cite resources that support analysis of a text.
<p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> • I can analyze the interactions between individuals, events, and ideas in a text. • I can discuss how ideas influence events or how individuals influence ideas or events.
<p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<ul style="list-style-type: none"> • I can recognize that authors present information differently based on their point of view. • I can analyze how authors interpret and emphasize different evidence when writing about the same topic. • I can compare and contrast (analyze the similarities and differences) how two authors communicate the same topic. • I can determine how major sections of text contribute to the main idea or to the development of the main idea. • I can identify key information from two or more texts by different authors that emphasizes different evidence or different interpretations of facts. • I can analyze how the authors of two or more texts shape their ideas by emphasizing different evidence or different interpretations of facts.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.2 (a): Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, an information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2 (b): Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2 (c): Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2 (d): Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2 (e): Establish and maintain a formal style.

W.7.2 (f): Provide a concluding statement or section that follows from and supports the information or explanation presented.

- I can write an informative/explanatory text to examine a topic, convey ideas or concepts and information through text selection, organization, and analysis of relevant content.
- I can introduce, preview, and develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples.
- I can organize ideas, concepts, and information.
- I can use strategies such as definitions, classification, comparison/contrast, or cause/effect.
- I can use formatting, graphics, and multimedia when useful in aiding comprehension.
- I can use appropriate transitions to clarify the relationships among ideas or concepts and create cohesion.
- I can use precise language and domain-specific vocabulary to inform or explain the text.
- I can establish and maintain a formal style.
- I can provide a supportive, concluding statement or section that follows from the information or explanation presented.

CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Poetry	Identify Sub-Topics Poetry	Identify Sub-Topics Poetry	Identify Sub-Topics Poetry/Drama Drama	Identify Sub-Topics Oral Presentation Drama	Identify Sub-Topics Informative/Explanatory Writing
G.U.M. Review: Understanding Figurative Language	G.U.M. Review: Interpret Figures of Speech in Context	G.U.M. Review: Nuances in Words Connotative Associations	G.U.M. Review: Distinguish connotation with similar denotation	G.U.M. Review: Verify Inferred Meanings	G.U.M. Review: Greek & Latin Affixes / Roots (clues to meaning)
I CAN STATEMENTS: I can distinguish between literal (means exactly what it says) and figurative language (what is said is not exactly what is meant).	I CAN STATEMENTS: I can determine similarities and differences of text (story, drama, poem) to media (audio, film, stage, multimedia).	I CAN STATEMENTS: I can recognize the differences between the form/structure used in stories and the form/structure used in dramas and poems.	I CAN STATEMENTS: I can recognize that authors present information differently based on their point of view. I can analyze how	I CAN STATEMENTS: I can analyze several pieces of text to determine what it explicitly says. I can formulate inferences (guesses)	I CAN STATEMENTS: I can write an informative/explanatory text to examine a topic, convey ideas or concepts and information through text selection, organization, and analysis

<p>I can distinguish between denotative (dictionary definition) and connotative meanings (associations or carry feeling).</p> <p>I can interpret the meaning of words and phrases, including figurative and connotative meanings, as used in a text.</p> <p>I can analyze the impact of rhymes and other repetitions of sounds, including alliteration, on a specific verse or stanza of a poem, section of a story, or drama.</p> <p>I can determine a central idea or theme (overall message or lesson) of a text.</p> <p>I can analyze the development of a theme or central idea over the course of a text.</p>	<p>I can analyze the effects of various medium techniques on written text (stories, dramas, poems).</p> <p>I can analyze the effects of various medium techniques on audio, film, stage, or multimedia.</p> <p>I can define historical fiction (fictional story set in the past).</p> <p>I can identify a time, place, or character from history portrayed in an historical account in a fictional text.</p> <p>I can compare and contrast an historical account of a time, place, or event with that of a fictional account to see how authors sometimes alter or change history in a literary text.</p> <p>I can analyze how authors use or alter historical facts to develop their own fictional stories.</p>	<p>I can analyze the structure of a drama and explain how parts of the drama affect the meaning/ message.</p> <p>I can analyze the form/structure of a poem (e.g., rhyme scheme, line breaks, free verse) and explain how the form/ structure affects the overall meaning.</p> <p>I can explain why authors choose different points of view in a text.</p> <p>I can contrast different points of view of different characters or narrators in a text.</p> <p>I can analyze how the author develops points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.</p> <p>I can provide an objective summary (key points without adding own opinion) of a text.</p>	<p>authors interpret and emphasize different evidence when writing about the same topic.</p> <p>I can compare and contrast (analyze the similarities and differences) how two authors communicate the same topic.</p> <p>I can determine how major sections of text contribute to the main idea or to the development of the main idea.</p> <p>I can identify key information from two or more texts by different authors that emphasizes different evidence or different interpretations of facts.</p> <p>I can analyze how the authors of two or more texts shape their ideas by emphasizing different evidence or different interpretations of facts.</p>	<p>based on reading) from textual evidence (word for word support).</p> <p>I can cite resources that support analysis of a text.</p> <p>I can analyze the interactions between individuals, events, and ideas in a text.</p> <p>I can discuss how ideas influence events or how individuals influence ideas or events.</p> <p>I can analyze how a change in one element shapes another.</p> <p>I can analyze how elements of a story or drama interact.</p>	<p>of relevant content.</p> <p>I can introduce, preview, and develop a topic with relevant facts, definitions, concrete details, quotations, other information, and examples.</p> <p>I can organize ideas, concepts, and information.</p> <p>I can use strategies such as definitions, classification, comparison/contrast, or cause/effect.</p> <p>I can use formatting, graphics, and multimedia when useful in aiding comprehension.</p> <p>I can use appropriate transitions to clarify the relationship among ideas or concepts and create cohesion.</p> <p>I can use precise language and domain-specific vocabulary to inform or explain the text.</p> <p>I can establish and maintain a formal style.</p> <p>I can provide a supportive, concluding statement or section that follows from the information or</p>
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					explanation presented.
<p>Critical Vocabulary</p> <p>Poetic Elements Figurative Language Format Free Verse Blank Verse Lyric Stanzas Refrain Meter Stress Voice/Speaker Sound Devices Imagery Theme (Inferred) Recurring Theme Point of View Mood/Tone</p>	<p>Critical Vocabulary</p> <p>Figure of Speech Poetic Devices Personification Idiom Oxymoron Simile Extended Metaphor Implied Metaphor Alliteration Onomatopoeia Assonance Consonance Repetition Rhythm/Rhyme Rhyme Scheme Syllabic System Iambic Pentameter</p>	<p>Critical Vocabulary</p> <p>Cause and Effect Textual Evidence Implicit Explicit Context Sensory Details Shades of Meaning Ode Sonnet Couplet Lyric Foreshadowing Annotate Enunciation Recitation Stylistic Feature White Space</p>	<p>Critical Vocabulary</p> <p>Elements of Drama Information Source Explanatory Literary Allusions Biblical Allusions Mythological Allusions Parody Satire Litotes Action Segment Musical Subordinate Character Time Lapse</p>	<p>Critical Vocabulary</p> <p>Relevant/Relevance Infer/Inference Draw a Conclusion Verify/Clarification Justify Technical Directions Camera Angle/Shot Close-up Subplot Stage Directions Lighting</p>	<p>Critical Vocabulary</p> <p>Coherent Convey Intentional Omit Subjective View Irony Verbal Irony Situational Irony Dramatic Irony</p>
<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Read and discuss a variety of poems (e.g., “The Elephant” by Rudyard Kipling; “The Turtle” by Mary Oliver; “Jabberwocky” by Lewis Carroll; “The Song of Wandering Aengus” by Yeats). • Model how to identify and analyze the theme of a poem. • Discuss forms of poetry (e.g., Shakespeare 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Use a Powerpoint to discuss poetic devices and show examples. How are poetic devices used to enhance the meaning of a poem? • Read Shel Silverstein’s “Sarah Cynthia Sylvia Stout Would Not Take the Garbage Out” to discuss sound devices. • Read “Casey at the Bat” and discuss how narrative 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Demonstrate how to annotate a poem. • Read aloud Robert Frost’s poem <i>The Road Not Taken</i> and have students analyze how the opening stanza structures the rhythm and meter for the poem and how the themes introduced by the speaker develop over the course of the text. • Read aloud Robert Frost’s poem “Stopping By Woods on a Snowy Evening” 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Have student groups read and research classic poets and chart their findings for class presentations (style /voice, influences of works, figurative language connections, reader annotations) • Model how to analyze the structure of a drama and poem (soliloquy or sonnet) and how it contributes to the meaning. • Explore the impact of 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Read and discuss nonfiction (p. 223) “Immigrant Kids” • Read the poem “The New Colossus” • Take student groups through the process of creating an oral history using <i>Worlds Apart</i> (New York Times “Best of Friends, Worlds Apart”) Lesson, Scholastic’s “Immigration: Who Lives in America?” and speech (p. 774) 	<p>Strategies/Activities</p> <ul style="list-style-type: none"> • Have students create ebooks of poetry based on their family as the theme. • Display several photos and have students choose one to create a pyramid poem using the parts of speech. • Read the text and watch the video version of “The Gift of the Magi” and discuss the author’s use of dramatic irony. Have students compare and contrast the two versions of the story;

<p>Sonnets, Narratives, Ballads, Blues with Dialect).</p> <ul style="list-style-type: none"> • Examine various forms and structures of poetry: http://www.adlit.org/strategies/22731/ • Discuss Cinquains and demonstrate the American and original versions; have students compare and contrast the two forms. • Discuss the elements and figurative language of poetry. • Have students identify symbolism in the poems “The Bat” by Theodore Roethke and “Mooses” by Ted Hughes. • Have students complete the “Reader’s Notebook” sections of each text (e.g., “The Pasture” and “A Time to Talk” by Robert Frost; “The World Is Not a Pleasant Place to Be” by Nikki 	<p>poems tell a story.</p> <ul style="list-style-type: none"> • Watch the <i>Literature in Performance</i> Video production of “Casey at the Bat” and have students compare the two versions. • Ask students to identify the theme of the poem and determine how that theme is developed throughout the text. • Read “Out of the Ballpark” newspaper article by Avery Foster. Discuss generalization and overgeneralizations then have students compare to the poem. • Quick Write – have students choose pitcher, catcher, or batter and explain the position to someone who has never played baseball (do research if necessary). Cite specific examples to support 	<p>and have students annotate the poem.</p> <ul style="list-style-type: none"> • Read the biography of Robert Frost and discuss life connections to the poem (purpose and meaning). • Share a model and have students write a poetry analysis for “Stopping By Woods on a Snowy Evening” (quoting evidence from both the poem and the biography to support their analysis) • Use a poem to help students understand cause and effect http://www.readwritethink.org/parent-afterschool-resources/activities-projects/write-poem-30153.html • Have students write an interpretative essay. • Use <i>Poetry Café</i> and read the play “Ode to a Freckle” then discuss the relationship to poetry. • Have students do a group poetry exploration “Ode to Pablo’s Tennis Shoes” by Gary Soto and then complete response sheets by making inferences. 	<p>music in video messages. View the YouTube video “Mankind is no Island” http://www.youtube.com/watch?v=ZrDxe9gK8Gk first with the sound turned off. Have students record initial reaction to the message presented, noting point of view and perspective. Next watch the video again with the sound turned on. Compare and contrast the shift in reaction based on the addition of music. Discuss how music is used in the video to create a mood or tone.</p> <ul style="list-style-type: none"> • Have students do a peer partner scavenger hunt activity researching Japanese culture (origin of Haikus, nature influences on poems, etc.). • Brainstorm a list of seasonal words and have students write their own Haiku. • Use newspapers to create Found poems (tell students to use creative expression and descriptive words). • After reading poems 	<p>“Looking for America”</p> <ul style="list-style-type: none"> • Watch <i>Literature in Performance</i> video “Brother Coyote and Brother Cricket” and discuss the oral tradition of the story. • Author study of Virginia Hamilton discussing storytellers. • Have student groups present as storytellers an oral history (citing evidence as support). • Have students use Photo Story 3 as a tool for creating presentations using multi-media components and visual displays. • Listen to the recorded radio drama of <i>Sorry, Wrong Number</i> and discuss the techniques used (such as sound effects, pitch, tone) • Finish the drama “A Christmas Carol” and discuss the differences 	<p>making note of the effects drama has on the audience. How does it impact the viewer’s reaction to the story? Write a review analyzing the effects. Discuss how the production stays faithful to or departs from the text.</p> <ul style="list-style-type: none"> • Discuss commonalities in the themes of “A Christmas Carol” and “The Gift of the Magi” and how these themes are developed over the course of the texts. • Have students write an objective summary using evidence from both texts to support their response. • Students participate in peer reviews of writing using rubrics focused on audience, purpose, and support of claims: http://www.readwritethink.org/classroom-resources/lesson-plans/reciprocal-revision-making-peer-403.html?tab=4 • Use “Before and After with Evidence” to give student the
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<p>Giovanni; "To You" by Langston Hughes).</p> <ul style="list-style-type: none"> • Explain how rhyme and sound repetition influences a verse or stanza of a poem. • Use ReadWriteThink lesson to demonstrate how cause and effect can be used in a poem http://www.readwritethink.org/parent-afterschool-resources/activities-projects/write-poem-30153.html • Have students create a poetry notebook of terms, notes, and written examples. 	<p>explanations.</p> <ul style="list-style-type: none"> • Read and discuss the narrative elements of the poem "The Highwayman" • Watch the video and compare the two versions http://www.youtube.com/watch?v=le727fRZHpA&safety_mode=true&persist_safety_mode=1 • Have students analyze the poem using a guided worksheet; and discuss the organizational pattern of cause and effect, story elements used in narrative poetry, setting connection to tone/mood, etc. • Read aloud the poem "The Charge of the Light Brigade" and ask discussion questions (e.g., elements of a story, historical setting, organizational strategies used, point of view, tone, theme, use of figurative 	<ul style="list-style-type: none"> • Listen to songs and discuss the lyrics and their relationship to poetry. • Read aloud the song lyrics of "The Star Spangled Banner" and the poem "The Blue and the Gray" then ask analysis questions (historical setting, characterization, sequence of events) • Watch Flocabulary video and have students create a rap to present to the class. • Revisit narrative poetry: http://unix.cc.wmich.edu/%7Ecooneys/poems/Field.frankenstein.html Divide students into three groups and give each one of the Frankenstein poems to read and analyze. Then have groups compare the poem with excerpts from Mary Shelley's famous <i>Frankenstein</i> novel http://www.literature.org/authors/shelley-mary/frankenstein/ • Ask student groups to watch video clips associated to their poem then compare and discuss their findings with the class http://www.youtube.co 	<p>of various forms and structures, students choose one of the poems and respond to the following prompts: How does the structure of the poetry contribute to its meaning in a different way than then structure of prose? What does the poem reveal about the author?</p> <ul style="list-style-type: none"> • Explain production techniques (such as lighting, sound, color, camera focus, angles) and how they effect the meaning of the work • Read aloud the drama "A Christmas Carol" discussing the elements and concepts of drama. 	<p>between story elements and the elements of drama.</p>	<p>opportunity to do a visual of their "before" and "after" learning along with evidence to support their claims.</p>
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	language, purpose, meaning).	m/watch?v=MerL2naOJJA&feature=related			
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Weekly Reflections • Poetry Notebooks • Class Discussion • Questioning • Graphic Organizers • Reader’s Notebook • Written Poems <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Graphic Organizers • Coding the Text • Class Discussion • Questioning • Quick Writes • Analysis • Journals <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Double-Entry Response • Think-Pair-Share • Annotations • Class Discussion • Analysis • Essay Drafts • Group Work • Questioning • Performance Task <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Research Notes • Charts • Group Work • Graphic Organizers • Peer Partner Discussion • Brainstorming • Written Poems • Questioning <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Scholastic Worksheets • Class Discussion • Group Work • Performance Task • Presentations • Questioning • Quiz <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Ebooks • Written Poems • Graphic Organizers • Questioning • Discussion • Summaries • Peer Reviews • Charts • Student Rubrics <p>Summative</p> <ul style="list-style-type: none"> • On-demand • Vocabulary Test • G.U.M. Test • Published Informational <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Literature (p. 740, 742, 459, 391-394, 191-205) • http://www.poemhunter.com/ • Common Core Curriculum Maps • www.ReadWriteThink.org • www.adlit.org • TeenInk.com 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Literature (p. 299-304, 305-308, 460, 564-570) • http://www.poemhunter.com/ • Common Core Curriculum Maps • www.ReadWriteThink.org • www.adlit.org • TeenInk.com 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Literature (p. 238-242) • <i>Flocabulary</i> website • http://www.poemhunter.com/ • Common Core Curriculum Maps • www.ReadWriteThink.org • www.adlit.org • TeenInk.com • http://www.readwritethink.org 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Literature (p. 245-277) • Poetry.org • http://www.poemhunter.com/ • Common Core Curriculum Maps • www.ReadWriteThink.org • www.adlit.org • TeenInk.com • PoemHunter.com 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Literature (p. 223-232, 746-749, 777, 794-796, 853-855) • http://teacher.scholastic.com/activities/immigration/tour/stop1.htm • Common Core Curriculum Maps • http://tv.nytimes.com 	<p>Resources Needed</p> <ul style="list-style-type: none"> • McDougal Literature (p. R47-50) • BigUniverse.com • <i>Seven Strategies of Assessment for Learning</i> (Handout, page 250) • <i>Gift of the Magi</i> class set • Various photos • Drama/Play materials • Lesson Plans

<ul style="list-style-type: none"> • http://www.wordle.net/ • <i>Seven Strategies of Assessment for Learning</i> (Handout, page 251) • PoemHunter.com • YouTube.com • Powerpoint of key terms • Various poetry books • Model poems • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • http://www.scholastic.com/teachers/article/guidelines-and-student-handouts-implementing-read-aloud-strategies-your-class • PoemHunter.com • YouTube.com • Various poetry books • Model poems • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • ink.org/classroom-resources/printouts/double-entry-journal-30660.html • http://www.readingque.st.org/strat/tps.html • PoemHunter.com • YouTube.com • Various poetry books • Model poems • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • YouTube.com • Chart paper and markers • Various "Classic Poets" informational passages • Class set of a variety of poems (different structures/forms) • Class set of newspapers • Variety of song lyrics • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • m/learning/teachers/lessons/20000606tuesday.html?scp=1&sq=%22teen%20immigrants%22&st=cse • http://digitalstorytelling.coe.uh.edu/photostory.html • http://digitalstorytelling.coe.uh.edu/alignment.html • Drama/Play materials • Powerpoint • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • KCAS Appendices • Common Core Curriculum Maps • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M.</i> (Daily Bellwork) • "You're the Teacher" CD Editing
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Suggested Independent Readings: *Nothing But the Truth, Taking Sides, The Clay Marble, Bridge to Terabithia, Woods Runner*

Poetry Exemplars: "Paul Revere's Ride" (Henry Wadsworth Longfellow), "O Captain! My Captain!" (Walt Whitman), "Jabberwocky" (Lewis Carroll), "Twelfth Song of Thunder" (Navajo tradition), "The Railway Train" (Emily Dickinson), "The Song of Wandering Aengus" (William Butler Yeats), "The Road Not Taken" (Robert Frost), "Stopped By Woods on a Snowy Evening" (Robert Frost), "Chicago" (Carl Sandburg), "I, Too, Sing America" (Langston Hughes), "The Book of Questions" (Pablo Neruda), "Oranges" (Gary Soto), "A Poem for My Librarian, Mrs. Long" (Nikki Giovanni)

Weeks 19 - 24

**Unit 4 Topic: Survival in the Wild
The Power of Persuasion**

Kentucky Core Academic Standards Focus:

"I CAN" STATEMENTS

<p>RI.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<ul style="list-style-type: none"> • I can explain why authors choose different points of view in a text. • I can contrast different points of view of different characters or narrators in a text. • I can analyze how the author develops points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.
<p>RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<ul style="list-style-type: none"> • I can analyze several pieces of text to determine what it explicitly says. • I can formulate inferences (guesses based on reading) from textual evidence (word for word support). • I can cite resources that support analysis of a text.
<p>RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<ul style="list-style-type: none"> • I can analyze the interactions between individuals, events, and ideas in a text. • I can discuss how ideas influence events or how individuals influence ideas or events.
<p>RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases, including figurative, connotative, and technical (e.g., “stem” in an article about flowers versus “stem” in an article about cell research) as they are used (purpose) in a text. • I can analyze how meaning and tone are impacted by specific word choices.
<p>RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<ul style="list-style-type: none"> • I can analyze how major sentences, paragraphs, chapters or sections contribute to the main idea of the text or to the development of the main idea.
<p>RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<ul style="list-style-type: none"> • I can define point of view as how the author feels about the texts. • I can determine the author’s point of view or purpose of a text. • I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text. • I can explain how the author conveys his/her point of view throughout the text. • I can distinguish between the author’s point of view and those of others mentioned or implied in the text. • I can contrast how the author distinguishes his/her position from that of others.
<p>RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<ul style="list-style-type: none"> • I can describe similarities of various media portrayals of subjects (texts, audio, video, multimedia). • I can describe differences of various media portrayals of subjects (texts, audio, video, multimedia). • I can analyze how the audio, video, multimedia version of various texts portrays the subject (e.g., how the delivery of a speech affects the impact of the words).
<p>RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<ul style="list-style-type: none"> • I can identify argument and claims in a text. • I can identify the side of an argument an author presents in a text. • I can define relevant evidence, sufficient evidence, and sound reasoning. • I can identify claims that are supported by fact(s) and those that are

	<p>opinion(s).</p> <ul style="list-style-type: none"> • I can trace the argument and specific claims throughout a text. • I can assess the relevance, sufficiency, or soundness of evidence used to support claims in a text. • I can evaluate the argument and specific claims in a text.
<p>RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<ul style="list-style-type: none"> • I can recognize that authors present information differently based on their point of view. • I can analyze how authors interpret and emphasize different evidence when writing about the same topic. • I can compare and contrast (analyze the similarities and differences) how two authors communicate the same topic. • I can determine how major sections of text contribute to the main idea or to the development of the main idea. • I can identify key information from two or more texts by different authors that emphasizes different evidence or different interpretations of facts. • I can analyze how the authors of two or more texts shape their ideas by emphasizing different evidence or different interpretations of facts.
<p>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.1 (a): Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.7.1 (b): Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.7.1 (c): Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.7.1 (d): Establish and maintain a formal style.</p> <p>W.7.1 (e): Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • I can produce an argument to support claims. • I can introduce claims and acknowledge opposing or alternate claims that are logically organized. • I can support claims with logical reasoning and relevant evidence. • I can cite credible and accurate sources of information. • I can use words, phrases, and clauses to create cohesion and clarify relationships. • I can establish and maintain a formal style. • I can provide an appropriate concluding statement that follows from and supports the argument presented.

CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<p>Identify Sub-Topics Key Terms Advertising Unit</p>	<p>Identify Sub-Topics Power of Persuasion Advertising Unit</p>	<p>Identify Sub-Topics Argumentation Advertising Unit</p>	<p>Identify Sub-Topics Performance Task Advertising Unit</p>	<p>Identify Sub-Topics Presentation Advertising Unit</p>	<p>Identify Sub-Topics Debates Advertising Unit</p>
<p>G.U.M. Review: Domain-specific Words /</p>	<p>G.U.M. Review: Function of Phrases</p>	<p>G.U.M. Review: Reference Materials</p>	<p>G.U.M. Review: Reference Materials</p>	<p>G.U.M. Review: Standard English Rules</p>	<p>G.U.M. Review: Context Clues (overall)</p>

Phrases for expression and comprehension	and Clauses	Dictionary (Pronunciation, Precise Meaning, Part of Speech)	Thesaurus, Glossary, Almanac, Atlas, Periodical (Print/Digital)		meaning, word's position and function)
<p>I CAN STATEMENTS:</p> <p>I can explain why authors choose different points of view in a text.</p> <p>I can contrast different points of view of different characters or narrators in a text.</p> <p>I can analyze how the author develops points of view of characters and narrators by revealing thoughts, feelings, actions, and spoken words.</p> <p>I can determine the meanings of words and phrases (including figurative, connotative, technical) as they are used in a text.</p> <p>I can analyze how meaning and tone are impacted by specific word choices.</p> <p>I can analyze several pieces of text to determine what it explicitly says.</p> <p>I can formulate inferences (guesses based on reading) from textual evidence (word for word support).</p>	<p>I CAN STATEMENTS:</p> <p>I can determine the meanings of words and phrases, including figurative, connotative, and technical (e.g., “stem” in an article about flowers versus “stem” in an article about cell research) as they are used (purpose) in a text.</p> <p>I can analyze how meaning and tone are impacted by specific word choices.</p> <p>I can analyze the interactions between individuals, events, and ideas in a text.</p> <p>I can discuss how ideas influence events or how individuals influence ideas or events.</p> <p>I can analyze how major sentences, paragraphs, chapters or sections contribute to the main idea of the text or to the development of the main idea.</p> <p>I can cite resources that support analysis of a text.</p> <p>I can analyze how the</p>	<p>I CAN STATEMENTS:</p> <p>I can identify argument and claims in a text.</p> <p>I can identify the side of an argument an author presents in a text.</p> <p>I can define relevant evidence, sufficient evidence, and sound reasoning.</p> <p>I can identify claims that are supported by fact(s) and those that are opinion(s).</p> <p>I can trace the argument and specific claims throughout a text.</p> <p>I can assess the relevance, sufficiency, or soundness of evidence used to support claims in a text.</p> <p>I can evaluate the argument and specific claims in a text.</p>	<p>I CAN STATEMENTS:</p> <p>I can define point of view as how the author feels about the texts.</p> <p>I can determine the author's point of view or purpose of a text.</p> <p>I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text.</p> <p>I can explain how the author conveys his/her point of view throughout the text.</p> <p>I can distinguish between the author's point of view and those of others mentioned or implied in the text.</p> <p>I can contrast how the author distinguishes his/her position from that of others.</p>	<p>I CAN STATEMENTS:</p> <p>I can recognize that authors present information differently based on their point of view.</p> <p>I can analyze how authors interpret and emphasize different evidence when writing about the same topic.</p> <p>I can compare and contrast (analyze the similarities and differences) how two authors communicate the same topic.</p> <p>I can determine how major sections of text contribute to the main idea or to the development of the main idea.</p> <p>I can identify key information from two or more texts by different authors that emphasizes different evidence or different interpretations of facts.</p> <p>I can analyze how the</p>	<p>I CAN STATEMENTS:</p> <p>I can produce an argument to support claims.</p> <p>I can introduce claims and acknowledge opposing or alternate claims that are logically organized.</p> <p>I can support claims with logical reasoning and relevant evidence.</p> <p>I can cite credible and accurate sources of information.</p> <p>I can use words, phrases, and clauses to create cohesion and clarify relationships.</p> <p>I can establish and maintain a formal style.</p> <p>I can provide an appropriate concluding statement that follows from and supports the argument presented.</p>

I can describe similarities and differences of various media portrayals of subjects (texts, audio, video, multimedia).	audio, video, multimedia version of various texts portrays the subject (e.g., how the delivery of a speech affects the impact of the words).			authors of two or more texts shape their ideas by emphasizing different evidence or different interpretations of facts.	
Critical Vocabulary Persuasive Techniques Positive Connotation Negative Connotation Brochures Rhetorical Strategies (Ethos, Pathos, Logos) Bandwagon Propaganda Repetition Glittering Generality Loaded Words Snob Appeal Testimonial Expert Opinion Transference Celebrity Endorsement	Critical Vocabulary Hyperbole Simile Metaphor Rhetoric Question Analogy Symbolism Alliteration Pun Irony Flashback Flash forward Slogan Logo Jingle Slanted Material Representation	Critical Vocabulary Endorsement Statistics Understatement Overstatement Fact/Opinion Cause/Effect Target Audience Audience Awareness Emotional Appeal Logical Appeal Appeal to Authority Stereotype Subliminal Message Bias	Critical Vocabulary Broadcast Broadcasting Advertisement Radio Commercial TV Commercial Magazine Ad Online/Web Ad Billboard Mail Flyers Newspaper Ad Pamphlet Scripts Scriptwriter Copyright Opposing Viewpoint	Critical Vocabulary Recorded Performance Perspective Logic Multimedia Presentation Page Layout Producer Film Director Prompts Programming Public Audience Public Opinion Trend Sales Technique Sound System Verbal Cue Viewer Perception Visual Aid Voice Inflection	Critical Vocabulary Argumentation vs. Persuasion Valid/Validity Alter/Shape Contradict Contradiction Rebuttal Refute/Dispute Pros/Cons Counterargument Stance Logical Argument
Suggested Strategies/Activities <ul style="list-style-type: none"> • Create an electronic wall for vocabulary words and have online collaboration and brainstorming http://wallwisher.com/ • Use a Powerpoint presentation to discuss persuasive terms with example advertisements. • Conduct a “Fishbowl” discussion of terms with examples for 	Suggested Strategies/Activities <ul style="list-style-type: none"> • Discuss literary devices used with persuasion and have students add terms to their notebooks. • Watch YouTube videos “Persuasive Advertising” and “Persuasive Elephants” then discuss the persuasive presentation 	Suggested Strategies/Activities <ul style="list-style-type: none"> • Discuss the societal factors that affect advertising and how ads change with times. • Show the history of Coca-Cola commercials and ask students to explain why they think these have changed so drastically over time (including the 	Suggested Strategies/Activities <ul style="list-style-type: none"> • Discuss trying to persuade your point of view using argumentation (differences between the two techniques). • Create argument charts • Have students create a teen pamphlet for a rally issue focusing on their stance and addressing the opposing viewpoint 	Suggested Strategies/Activities <ul style="list-style-type: none"> • Have students perform their commercials, record, and show to the class • “Persuasion is all around you” activity – have students use newspapers and magazines to locate ads and identify techniques and audiences. 	Suggested Strategies/Activities <ul style="list-style-type: none"> • Use the interactive persuasion map to assist students in organizing their arguments (lends itself to the elements of argument rather than persuasion): http://www.readwritethink.org/classroom-resources/lesson-plans/persuading-audience-writing-

<p>each technique.</p> <ul style="list-style-type: none"> • Share photos of places like Costa Rica, Hawaii, Rocky Mountains, Andes, Alaska, etc. Have students brainstorm descriptive words with a positive connotation. Discuss how advertisers use words like these to persuade their audiences. • Have students create a travel brochure of a known or imaginary place using positive connotative, descriptive words. • Watch TV commercials and have students identify and evaluate the use of techniques. • Create word clouds using “Wordle” • Use newspapers to do scavenger hunts for advertisements 	<p>techniques used in the videos.</p> <ul style="list-style-type: none"> • Have students complete the “Don’t Buy It” online activity from PBSKids.org • Commercial Dig activity - have students chart commercials (TV, radio, or online) listing the product, time of the commercial, target audience (and how they know), techniques used (and explain why they think these were used). • Ask students why businesses would target teens? Have them write journal reflections. 	<p>techniques used)</p> <ul style="list-style-type: none"> • Perform a blind taste test using brand and generic products. Have students make comparisons of quality and price in association with advertising. • Agree/Disagree activity – make a statement (e.g., “Brand name products are always best”) and have students choose a side then post their reasoning. • America is a beautiful land, yet it is subject to all manner of natural disasters, from tornadoes in the Midwest to hurricanes in the Southeast, blizzards in the Northeast to earthquakes in the West. Think about one of these natural disasters that you may have experienced or about which you have read. How do you think the nation can better prepare for another such disaster? Is there anything that you can do to be ready? Create a natural disaster safety newsletter in which you describe how you think the nation and its people should prepare for 	<ul style="list-style-type: none"> • Divide students into groups and assign roles of advertising agency. Tell them to create a full campaign for a product of choice • Write scripts for radio commercial and record performances (have audience evaluate using a student-generated rubric) • Create a full-page magazine ad for product choice focusing on effective techniques • Write scripts for TV commercial and record performances (have audience evaluate using a student-generated rubric) • Create a mini billboard for product choice focusing on appropriate techniques for the media type 	<ul style="list-style-type: none"> • Have students respond to the question of why advertising is so effective and how it effects family decisions • Use a video to revisit perspective and to analyze and compare differing perspectives: http://www.teachersdomain.org/resourcel/vt107.la.rv.text.issues/ 	<p>effective-929.html</p> <ul style="list-style-type: none"> • Have students write an argumentative essay that presents their argument with evidence and addresses the counterargument. • Have students create a Web Page Ad for an imaginary product • Analyze arguments using debates: <ul style="list-style-type: none"> <input type="checkbox"/> http://www.middle-school-debate.com/documents/Schoolsports.pdf <input type="checkbox"/> http://www.middle-school-debate.com/documents/Statelotteries.pdf <input type="checkbox"/> http://www.middle-school-debate.com/documents/yearroundschool.pdf <input type="checkbox"/> http://www.buzzle.com/articles/argument-against-animal-testing.html <input type="checkbox"/>
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		another natural disaster. Be sure to use details and reasons to support the choices you make and address any counterarguments your audience may have on the issue.			
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Fishbowl Discussions Word Clouds Brainstorming Brochures Scavenger Hunt <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Scored Discussions Notebooks Online Activities Graphic Organizers Worksheets <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Class Discussion Research Notes Activity Sheets Reflections Newsletter Post-it Notes <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Charts Pamphlets Group Work Commercial Scripts Magazine Ads Billboards Radio Performance <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Questioning Activity Sheets Discussion Group Work Presentations Research Notes Video Performance <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Online Activity Drafts Peer Reviews Debates Essay Web Page Ads <p>Summative</p> <ul style="list-style-type: none"> On-demand Vocabulary Test G.U.M. Test Published Argumentation <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> http://www.education.ky.gov/NR/rdonlyres/B1A6C18E-B22A-42FF-9F3A-54FA5A300D62/0/KentuckyLiteracyLinkSeptember2011.pdf KCAS Appendix A, B, & C http://www.peterpapas.com/files/fishbowl-discussion-3.pdf 	<p>Resources Needed</p> <ul style="list-style-type: none"> http://curriculum.org/storage/30/1295412986/scored_discussion.pdf YouTube.com Graphic Organizers Marzano's Vocabulary Instruction That Works 	<p>Resources Needed</p> <ul style="list-style-type: none"> Marzano's Vocabulary Instruction That Works Zaner-Bloser G.U.M. (Daily Bellwork) "You're the Teacher" CD Editing Variety of brand and generic products 	<p>Resources Needed</p> <ul style="list-style-type: none"> ReadWriteThink – Argument Charts Marzano's Vocabulary Instruction That Works Zaner-Bloser G.U.M. (Daily Bellwork) "You're the Teacher" CD Editing 	<p>Resources Needed</p> <ul style="list-style-type: none"> Marzano's Vocabulary Instruction That Works Zaner-Bloser G.U.M. (Daily Bellwork) "You're the Teacher" CD Editing Variety of 	<p>Resources Needed</p> <ul style="list-style-type: none"> McDougal Literature (p. R107-109) http://www.heinemann.com/shared/onlineresources/E01396/introAndChapter1.pdf KCAS Appendix A, B, & C http://www.teachers

<ul style="list-style-type: none"> • http://www.wordle.net/ • Powerpoint of key terms • Variety of advertisements • Variety of photos • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • <i>"You're the Teacher"</i> CD Editing 	<ul style="list-style-type: none"> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • <i>"You're the Teacher"</i> CD Editing • Recorded Commercials • KCAS Appendices • Student samples • ReadWriteThink 	<p>(hidden labels)</p> <ul style="list-style-type: none"> • Post-it note pads • Chart paper • Lesson Plans • KCAS Appendices • Student samples • ReadWriteThink 	<ul style="list-style-type: none"> • Graphic Organizers • Broadcasting equipment (microphone, voice recorder, camcorder) • Poster board and markers • Variety of magazines and newspapers 	<p>newspapers and magazines</p> <ul style="list-style-type: none"> • ReadWriteThink • KCAS Appendices • Lesson Plans 	<p>domain.org/browse/?fg_hierarchy=k12.la.w</p> <ul style="list-style-type: none"> • http://www.webenglishteacher.com/argument.html • http://www.jimpryor.net/teaching/vocab/argument.html • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • <i>"You're the Teacher"</i> CD Editing
<p>Suggested Independent Readings: <i>Maniac Magee, The Glory Field, Freak the Mighty, Max the Mighty, The Cay</i></p>					

Weeks 25 - 30

**Unit 5 Topic: Science, History, or Fiction?
Genre Relation to the Real World**

REMINDER: POETRY SECTION WILL NOW FOLLOW THIS UNIT

<u>Kentucky Core Academic Standards Focus:</u>	"I CAN" STATEMENTS
RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • I can analyze what a text says explicitly (right there). • I can formulate inferences (guesses based on reading) from textual evidence (word for word support). • I can cite resources that support analysis of a text.
RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> • I can analyze several pieces of text to determine what it explicitly says. • I can formulate inferences (guesses based on reading) from textual evidence (word for word support). • I can cite resources that support analysis of a text.
RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the	<ul style="list-style-type: none"> • I can analyze the development (makes known) of two or more central ideas (main points) over the course of the text.

text.	<ul style="list-style-type: none"> • I can provide an objective summary of the text.
RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<ul style="list-style-type: none"> • I can analyze the interactions between individuals, events, and ideas in a text. • I can discuss how ideas influence events or how individuals influence ideas or events.
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<ul style="list-style-type: none"> • I can determine the meanings of words and phrases, including figurative, connotative, and technical (e.g., “stem” in an article about flowers versus “stem” in an article about cell research) as they are used (purpose) in a text. • I can analyze how meaning and tone are impacted by specific word choices.
RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> • I can analyze how major sentences, paragraphs, chapters or sections contribute to the main idea of the text or to the development of the main idea.
RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<ul style="list-style-type: none"> • I can define point of view as how the author feels about the texts. • I can determine the author’s point of view or purpose of a text. • I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text. • I can explain how the author conveys his/her point of view throughout the text. • I can distinguish between the author’s point of view and those of others mentioned or implied in the text. I can contrast how the author distinguishes his/her position from that of others.
RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<ul style="list-style-type: none"> • I can describe similarities and differences of various media portrayals of subjects (texts, audio, video, multimedia). • I can analyze how the audio, video, multimedia version of various texts portrays the subject (e.g., how the delivery of a speech affects the impact of the words).
RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<ul style="list-style-type: none"> • I can recognize that authors present information differently based on their point of view. • I can analyze how authors interpret and emphasize different evidence when writing about the same topic. • I can compare and contrast (analyze the similarities and differences) how two authors communicate the same topic. • I can determine how major sections of text contribute to the main idea or to the development of the main idea. • I can identify key information from two or more texts by different authors that emphasizes different evidence or different interpretations of facts.

				<ul style="list-style-type: none"> I can analyze how the authors of two or more texts shape their ideas by emphasizing different evidence or different interpretations of facts. 	
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.				<ul style="list-style-type: none"> I can select appropriate sources of information to answer a question. I can determine relevant and irrelevant information from sources to answer a question. I can formulate focused questions from sources of information for further research and investigation. I can conduct steps for research to answer a question. I can generate additional related, focused questions for further research and investigation. I can apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation. 	
W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				<ul style="list-style-type: none"> I can assess the credibility and accuracy of sources. I can quote or paraphrase the data and conclusions of others avoiding plagiarism. 	
W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (b): Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).				<ul style="list-style-type: none"> I can draw evidence from key ideas and details as support for research. I can analyze key ideas and details in a text as evidence for support understanding of text. I can reflect on key ideas and details in a text as evidence for support understanding of text. I can draw upon key ideas and details as support for research. 	
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics Nonfiction Informational Text	Identify Sub-Topics Science Fiction Genre Quest	Identify Sub-Topics Textual Evidence Titanic Mini Unit	Identify Sub-Topics Historical Evidence WWII Unit	Identify Sub-Topics Research WWII Unit	Identify Sub-Topics Investigation WWII Unit
G.U.M. Review: Context Clues for Vocabulary Meaning	G.U.M. Review: Simple Sentences	G.U.M. Review: Compound Sentences	G.U.M. Review: Complex Sentences	G.U.M. Review: Compound-Complex Sentences	G.U.M. Review: Greek & Latin Affixes / Roots (for word meaning)
I CAN STATEMENTS: I can analyze what a text says explicitly (right there).	I CAN STATEMENTS: I can recognize that authors present information differently	I CAN STATEMENTS: I can define point of view as how the author feels about the texts.	I CAN STATEMENTS: I can draw evidence from key ideas and details as support for research.	I CAN STATEMENTS: I can select appropriate sources of information to answer a question.	I CAN STATEMENTS: I can conduct steps for research to answer a question.

<p>I can formulate inferences (guesses based on reading) from textual evidence (word for word support).</p> <p>I can cite resources that support analysis of a text.</p> <p>I can analyze several pieces of text to determine what it explicitly says.</p> <p>I can analyze the development (makes known) of two or more central ideas (main points) over the course of the text.</p> <p>I can provide an objective summary of the text.</p>	<p>based on their point of view.</p> <p>I can analyze how authors interpret and emphasize different evidence when writing about the same topic.</p> <p>I can compare and contrast (analyze the similarities and differences) how two authors communicate the same topic.</p> <p>I can determine how major sections of text contribute to the main idea or to the development of the main idea.</p> <p>I can identify key information from two or more texts by different authors that emphasizes different evidence or different interpretations of facts.</p> <p>I can analyze how the authors of two or more texts shape their ideas by emphasizing different evidence or different interpretations of facts.</p>	<p>I can determine the author's point of view or purpose of a text.</p> <p>I can identify details or examples in a text where the author develops his/her point of view or the purpose of the text.</p> <p>I can explain how the author conveys his/her point of view throughout the text.</p> <p>I can distinguish between the author's point of view and those of others mentioned or implied in the text.</p> <p>I can contrast how the author distinguishes his/her position from that of others.</p> <p>I can describe similarities and differences of various media portrayals of subjects (texts, audio, video, multimedia).</p> <p>I can analyze how the audio, video, multimedia version of various texts portrays the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>I can analyze key ideas and details in a text as evidence for support understanding of text.</p> <p>I can draw upon key ideas and details as support for research.</p> <p>I can analyze how major sentences, paragraphs, chapters or sections contribute to the main idea of the text or to the development of the main idea.</p> <p>I can analyze the interactions between individuals, events, and ideas in a text.</p> <p>I can discuss how ideas influence events or how individuals influence ideas or events.</p>	<p>I can assess the credibility and accuracy of sources.</p> <p>I can determine relevant and irrelevant information from sources to answer a question.</p> <p>I can formulate focused questions from sources of information for further research and investigation.</p> <p>I can determine the meanings of words and phrases (including figurative, connotative, technical) as they are used in a text.</p> <p>I can analyze how meaning and tone are impacted by specific word choices.</p>	<p>I can generate additional related, focused questions for further research and investigation.</p> <p>I can apply several sources to conduct short research projects that answer a question and generate additional questions for further research and investigation.</p> <p>I can quote or paraphrase the data and conclusions of others avoiding plagiarism.</p> <p>I can reflect on key ideas and details in a text as evidence for support understanding of text.</p>
<p>Critical Vocabulary Teleplay Episode Web Article Technological Article</p>	<p>Critical Vocabulary Science Fiction Foreshadowing Inferential Reading Strategic Reading</p>	<p>Critical Vocabulary Primary Source Secondary Source Analytical Reading Tabloid Newspaper</p>	<p>Critical Vocabulary Dialogue Diction Documentary Screenplay</p>	<p>Critical Vocabulary Preview Audio Recording Reflection Speech Delivery</p>	<p>Critical Vocabulary Artifact Voice Publish Prior Knowledge</p>

<p>Technical Language Caption Footnote Feature Article/Story Editorial Video Clip Informational Passage Direct Quotation</p>	<p>Supernatural Tale Mystery Fantasy Legend Headline Eyewitness Account Podcast Electronic Flyer</p>	<p>News Broadcast News Bulletin Newsletter Problem-Solution Cause-Effect Similarities/Differences Compare/Contrast Film Clip Link WebQuest Portrayal</p>	<p>Theatrical Trailer Chronology Background Knowledge Interview</p>	<p>Text Features Structure Symbols Timeline Inconsistency Media/Medium</p>	<p>Documents Reproductions News Clippings Visual History Factual Evidence Movie Scene Digital Resource Non-print Resource Outline Reasoned Judgment Account</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Use a mini lesson for review of reading nonfiction • Read a web article “The History of Chocolate” then read an online article about the same topic and compare http://healthland.time.com/2012/02/14/got-a-health-complaint-there-may-be-a-chocolate-for-that/ • Read the article “Face-to-Face with Twins” then watch the video clip about the same topic and compare http://well.blogs.nytimes.com/2011/03/31/toddler-twins-secret-language-or-babble/ • Read two informational passages about the same topic. Quick Write - Analyze how different texts make 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Watch <i>Literature in Performance</i> “Dark They Were, And Golden-Eyed” (<i>The Long Years</i>) to re-examine science fiction and discuss foreshadowing. • Introduce several texts focusing on unsolved mysteries, legends, secrets, and scientific discoveries: <ol style="list-style-type: none"> (1) <i>Monsters in the Night</i> by Scholastic (2) <i>Unsolved Mysteries, Cryptids & Other Creepy Creatures</i> by Scholastic (3) <i>National Geographic Kids, Mummies</i> (4) <i>Real Life Monsters</i> by Canopy Books 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Create questions for close analytical reading. • Show a picture of the Grand Staircase and discuss the Titanic disaster for background knowledge and give a preview of a book related to the topic (e.g., <i>Voyage on the Great Titanic</i> from <i>Dear America</i> series) • Read “from Exploring the Titanic” by Robert Ballard and discuss informational texts • Read the newspaper article “The Lives of La Belle” by Byran Woolley and compare perspectives. • Discuss the 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Read aloud <i>Mighty Jackie, The Strike-Out Queen</i> and distribute various articles: <ul style="list-style-type: none"> ☞ http://www.baseball-almanac.com/articles/aubrecht8.shtml ☞ http://www.state.lib.la.us/empowerlibrary/MIGHTY%20JACKIE.pdf ☞ http://www.appalachianhistory.net/2011/03/chattanooga-woman-strikes-out-babe-ruth.html ☞ http://www.jeanpatrick.com/jackielife.htm ☞ http://www.exploratorium.edu/baseball/mitchell.html ☞ http://teacherlink.edu.usu.edu/tlresources/units/champions/JackieMitchell.pdf ☞ <a href="http://voices.yahoo.com/jackie-mitchell-striking-out-ruth- </td> <td> <p>Suggested Strategies/Activities</p> • Preview the book <i>I Survived the Bombing of Pearl Harbor, 1941</i> and share photos then have students research information about Pearl Harbor • Listen to the audio recording of <i>Under the Blood Red Sun</i> by Graham Salisbury and have students keep a reflective journal • Listen to Winston Churchill’s speech “Blood, Toil, Tears and Sweat” and discuss how he addresses his audience to have them accept his views on war • Listen to the speech </td> <td> <p>Suggested Strategies/Activities</p> • Give a preview of books allowing students to investigate (e.g., <i>The Girl Who Survived</i>, a true story of the Holocaust by Scholastic; <i>Hitler Youth, Growing Up in Hitler’s Shadow</i> by Susan Campbell Bartoletti; <i>Survivors Tell Their Stories</i> by Angela Gluck Wood, DK Publishing; <i>Terezin Voices from the Holocaust</i> by Ruth Thomson, Scholastic) to activate prior knowledge. • Use the Teaching Tolerance (free kits) http://www.tolerance.org/teaching-kits series on the Holocaust, Anne Frank information, survivors stories, documents and 		

<p>connections or distinctions among individuals, ideas, or events. Explain findings and cite at least two examples from each text to illustrate how their topics are similar and different (use a mixture of paraphrasing and direct quotations)</p> <p>http://www.izzit.org/ and http://www.time.com/time/</p> <ul style="list-style-type: none"> • Participate in current event blogs http://learning.blogs.nytimes.com/category/language-arts/ • Discuss organizational structures and use analytic graphic organizers to help students analyze structure and organization of texts. • Use a double-entry response strategy to compare and contrast how the presentation of the same information is different depending on the media used. Have students read an article "Are Tanning Beds Safe for Teens" and discuss the information shared about teens and tanning beds. Watch the YouTube video "Letter to Sixteen-Year-Old-Me" and analyze both using 	<p>(5) <i>You Can't Scare Me! A Guide to the Strange and Supernatural</i> by Scholastic</p> <p>(6) <i>True Ghost Stories, Haunted Kids</i> by Bruce Nash and Allan Zallo</p> <p>(7) <i>Weird U.S.</i> series by Mark Scewman and Mark Moran (<i>Weird Kentucky</i> by Jeffrey Scott Holland, <i>Weird Ohio</i> by James A. Willis, Andrew Henderson, and Loren Coleman) – local legends and secrets</p> <p>(8) <i>Mothman the Facts Behind the Legend</i> by Donnie Sergent, Jr. and Jeff Wansley (eyewitness accounts, and news clippings)</p> <p>Have student groups explore the texts' information and research topics of interest for types of evidence used.</p> <ul style="list-style-type: none"> • Use the "Inferential Reading" strategy to teach students to read inferentially and 	<p>differences between "primary" and "secondary" sources.</p> <ul style="list-style-type: none"> • Have students complete QAR charts. • Use passenger ID cards to have students generate questions to research who they are and the outcome for that life. Have them make notecards and report findings to the class. • Use "Write-Arounds" activity to analyze a specific event using different perspectives of the characters. Students should base their answers on evidence from the text http://www.aea267.k12.ia.us/literacyexcellence/files/AEA267WriteAround.pdf • Have students read online articles about the same topic First-Map-of-Entire-Titanic-Wreck-Site-Sheds-New-Light-on-Disaster (recent article from History.com) <a 501="" 58="" 654="" 934"="" href="http://www.history.com/news/first-map-of-entire-titanic- </td> <td data-bbox="> <p>ghegrig-100614.html</p> <p>http://gourdmusic.blogspot.com/2008/04/jackie-mitchell.html</p> <p>http://www.bellaonline.com/articles/art23004.asp</p> <p>http://www.engelfoundation.com/in-the-news/2011/05/the-jackie-mitchell-story-by-andy-page/</p> <p>http://sportsillustrated.cnn.com/vault/article/magazine/MAG1067174/index.htm</p> <p>Ask student groups to determine what facts were used in the story and what important information was left out.</p> <ul style="list-style-type: none"> • Open discussion about why women were asked to play baseball during WWII • Activate prior knowledge using "Anticipation Guide" strategy. • Give previews of novels relating to WWII and discuss for background knowledge (e.g., <i>Farewell to</i> 	<p>"Declaration of War on Japan" and have students compare the two perspectives and delivery methods using a T-chart (message, diction, techniques similar and different)</p> <ul style="list-style-type: none"> • Use <i>True Stories of D-Day, True Stories of the Japanese American Incarceration, or Six Million Paperclips</i> (documentary video) to build background knowledge and open discussion • Use <i>So Far from the Sea</i> by Eve Bunting (Sandpiper books) to discuss Japanese relocation camps, Manzanar, author's use of black and white/color, significance of the boy scout uniform for symbolism, etc. • Have students locate areas on a map. • Use a variety of informational books to have students create a timeline 	<p>artifact reproductions (newspaper clippings, etc.)</p> <ul style="list-style-type: none"> • Have students compare and contrast two views of the Holocaust from different authors (noting similarities and differences between the two accounts in a Venn diagram). • For a visual history, use the book and DVD clips from <i>Holocaust, The Events and Their Impact on Real People</i>. Have students use graphic organizers (such as QAR) to record thinking, questions, and responses. • Read article about hiding during war and discuss the author's use of factual evidence http://news.nationalgeographic.com/news/2004/05/0527_040527_grottosurvivors.html • Have students research to find survivor stories
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<p>the criteria of effective writing. Students should record their thinking in a notebook and develop an article presenting a logical explanation of regulations on tanning beds for the school online newsletter to parents or peers.</p> <ul style="list-style-type: none"> Use a science fiction novel, video, or audio book to discuss the unique nature of this genre and how it's similar and different from other novels read (e.g., <i>A Wrinkle in Time</i>, <i>Journey to the Center of the Earth</i>, <i>The Invisible Man</i>, <i>The War of the Worlds</i>). What elements of the story classify it as science fiction? How is the setting futuristic? What is unusual about the characters' circumstances? What is the primary theme of the novel (i.e., good vs. evil)? How can you begin to generalize about the genre of science fiction from reading the novel? Have students locate relevant information from the text. While pair reading a novel (e.g., <i>A Wrinkle in Time</i>) have students take notes about the role of the space/time continuum as an integral part of the novel. How does this continuum contribute to the fantastic nature of the book? Meg's mother 	<p>strategically.</p> <ul style="list-style-type: none"> Read the article about "Invisibility" and discuss how author's use scientific discoveries to write fiction http://people.ee.duke.edu/~drsmith/cloaking.html Watch YouTube video and discuss how science fiction of the past is now science fact http://www.youtube.com/watch?v=MPfpFskdkc (note: can also relate to <i>Planet of the Apes</i>) Read about the history of science fiction. Student Choice: <ol style="list-style-type: none"> In today's world, science fiction has become reality as robots can now do many tasks that were formerly performed only by humans. Robots do important jobs in businesses, the armed services, and hospitals throughout the world. If you had an opportunity to build a robot to help make the world a better place, what would its job be and how would you best describe it? In a 	<p>wreck-site-sheds-new-light-on-disaster Titanic-auction-as-100th-anniversary-nears article http://www.freep.com/article/20120228/NEWS07/202280376/Interest-builds-around-Titanic-auction-as-100th-anniversary-nears Did the Moon Help Sink the Titanic? (article) http://www.time.com/time/health/article/0,8599,2108424,00.html The Titanic: Live-Tweeted to Mark 100 Year Anniversary (article with additional links) http://thenextweb.com/twitter/2012/03/10/the-story-of-the-titanic-is-being-live-tweeted-in-the-build-up-to-its-100-year-anniversary/</p> <ul style="list-style-type: none"> Have students complete a WebQuest on the Titanic http://teacherweb.com/CA/SanDiegoStateUniversity/TitanicWebQuest/index.html Assign small groups a section from <i>Voices from the Disaster</i> or <i>Titanic Young Survivors</i> to read, 	<p><i>Manzanar, The Book Thief, Daniel's Story, Milkweed, A Pocket Full of Seeds, Night, Ghost Soldiers, When Hitler Stole Pink Rabbit</i>)</p> <ul style="list-style-type: none"> Watch theatrical trailer "I Am David" and YouTube video segments for "The Devil's Arithmetic" (9 parts – show by parts) or <i>The Boy In Striped Pajamas</i> to establish theme and compare media versions of texts. Have students share family connections to the war – ask them to interview grandparents or others for additional information to share with the class. Watch the video of <i>The Diary of Anne Frank</i> or <i>Anne Frank: The Diary of a Young Girl</i> and have students write reflective responses Open discussion about the Military Draft – have student groups use a round table discussion and research, recording 	<p>and keep a question journal to guide research:</p> <ol style="list-style-type: none"> <i>Voices from World War II</i> (stories from the front line) by Edge books <i>World War II, Fighting for Freedom 1939- 1945</i> (the story of the conflict that changed the world) by Peter Crisp, Scholastic – photos, facts, maps, & quotes <i>World War II – Ten Greatest Heroes from America at War</i> series by Q2AMedia (facts & photos) <i>World War II Facts & Photos</i> (with CD) by John Perritano from <i>America at War</i> series, Scholastic <ul style="list-style-type: none"> Have students take notes, generate questions for research, and share information with the class. 	<p>located in Kentucky</p> <ul style="list-style-type: none"> Use "You're the Director" worksheet to have students create a new movie scene or outline a scene from an existing movie. Analyze various accounts of World War II events from a variety of print and digital resources. Have students identify and distinguish among the facts, opinions, and reasoned judgments presented by different people. Tell them to include an analysis of the interactions among individuals, events, and ideas, drawing on various accounts from different authors. After reading several print sources and viewing non-print connections to the Holocaust, evaluate the advantages and disadvantages of using different mediums to present this topic. Identify conflicting information presented by the sources that were read or viewed. Develop an essay detailing how the presentation of material, including
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<p>states, “Just because we don’t understand doesn’t mean an explanation doesn’t exist.” How does this relate not only to the content of the book, but also to the scientific principles contained within? Tell students to be prepared to defend by citing specific information from the text.</p> <ul style="list-style-type: none"> • While pair reading a novel (e.g., <i>The War of the Worlds</i>) have students take notes. Why doesn’t H.G. Wells give a name to his protagonist? What is the significance of his anonymity? How does it add to the effectiveness of the story? • After listening to the original 1938 radio broadcast of <i>War of the Worlds</i>, discuss the questions: Why did (or did not) the radio play hold your attention? Which techniques were effective in making the audio “come alive”? Were you invested in what happened to any of the characters (why or why not)? Does this remind you of any similar story you have heard? Have students follow up by researching public reaction to the radio broadcast on the night before Halloween, 1938. What effect did the program have on listeners who tuned in 	<p>well-developed essay, describe the robot you would design and the jobs it would perform.</p> <p>(2) Imagine you are a news reporter and what if you woke up one morning to find a spaceship has landed on your lawn. Write a feature news article headlining the experience. Describe the scene and give details to an uninformed reader explaining the situation.</p> <ul style="list-style-type: none"> • Use <i>Dr. Jekyll and Mr. Hide – A Kaplan SAT Score-Raising Classic</i> by Robert Louis Stevenson (using SAT vocabulary study words in connection to science fiction) • Listen-Read-Watch 15 Minute Activity: 3:15 <i>Season One, Things That Go Bump in the Night</i> by Patrick Carman, Scholastic [315stories.com] • Watch <i>Monster Quest</i> (History Channel DVDs) and have students research to write/perform their own quest. • Author study of Edgar Allan Poe and his <i>Eight Tales of Terror</i> focusing on style, tone, and achieving the purpose of a horror story. Can you identify any connections to science fiction? How does he make topics, such as 	<p>annotate, and share their findings with the class</p> <ul style="list-style-type: none"> • Watch the film clip “A Night to Remember” from <i>Literature in Performance</i> video and have students compare/contrast text to the video version. Discuss portrayal and purpose. • Have students create a timeline for the disaster • Have student groups create “The Southampton Gazette” newsletter about the disaster • Watch Discovery video “Finding the Titanic” • Conduct an experiment using a cooler of ice water (same temperature as the water during the Titanic disaster), discuss and have students write reflections • Have students write an essay addressing the question “Why was the sinking of the Titanic such a 	<p>thoughts to share with the class.</p> <ul style="list-style-type: none"> • Have student groups listen to recordings from <i>Number the Stars</i> and <i>The Boy in Striped Pajamas</i>, then discuss commonalities or relationships between events (including the historical connections). 		<p>other media impacts the reader or audience experience. Cite textual evidence from both texts to support answers.</p> <ul style="list-style-type: none"> • Create a “Tagxedo” • Have students create a final project (visual display or multi-media) including facts, photos, artifact reproductions, family connections, etc. (with cited sources) • To elicit additional individual research, share the picture book <i>The Wall, Growing Up Behind the Iron Curtain</i> by Peter Sis. Explain that it ends WWII and begins the Cold War of Communism.
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<p>late? What would make the broadcast sound believable?</p> <ul style="list-style-type: none"> • Have students conduct research to find scientific and technological articles relating to the story for comparison of information used and to trace the logic of the storyline, focusing on the believability of the story. • Discuss teleplays and read “The Monsters Are Due on Maple Street” and have student groups identify the author’s purpose. Then watch the YouTube episode for comparison http://www.youtube.com/watch?v=gtODEALQN3Y&feature=related • At the beginning of the teleplay, Maple Street seems like the perfect place to raise a family. Neighbors help neighbors and children are friendly and accepting of others. Soon, however, the atmosphere begins to change as fear and prejudice begin to emerge. Think about what might happen if the aliens’ plan was set in motion in your neighborhood. Write a journal response reflecting on what you would do. Create a written plan of action to share with the class. Describe how this type of hysteria affects people. • After reading “The 	<p>ghosts trapped between worlds, believable? What unusual circumstances evolve in his stories?</p> <ul style="list-style-type: none"> • Author study of Ray Bradbury and then create electronic flyers of his work http://www.readwritetink.org/classroom-resources/calendar-activities/science-fiction-author-bradbury-20671.html • Have students listen to a text message podcast (Episode 2 – <i>Teen Time Travel</i>) then listen to another with a different vision (better or worse) of what life in the future may be like. Ask students to use a Venn diagram to compare the two visions http://www.readwritetink.org/parent-afterschool-resources/podcast-episodes/teen-time-travel-30340.html • Use the “Hero’s Journey Interactive Tool” to describe how Luke Skywalker meets each stage of his journey in <i>Star Wars</i> and discuss other works that use the same formula (e.g., <i>The Lord of the Rings</i>) http://www.readwritetink.org/classroom-resources/calendar-activities/star-wars-creator-george-20503.html • Discuss common 	<p>memorable event?”</p>			
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<p>Monsters Are Due on Maple Street” have students write an essay comparing and contrasting television of the “Golden Age” decades (1950’s and early 1960’s) where sitcoms like <i>Leave it to Beaver</i>, <i>The Andy Griffith Show</i>, and <i>The Brady Bunch</i> depicted idealistic family life in pleasant settings with gentle themes of good times and simple lessons learned to current television programming. Cite examples to support responses.</p>	<p>themes for science fiction (time travel, alternate histories or societies, body and mind alterations); common settings (in the future, alternate timelines, in outer space); and connections to or from fantasy.</p>				
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Quick Write • Graphic Organizers • Discussion • Questioning • Learning Logs • Summarizing • Exit Slips • Essay <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Think Alouds • Shared Readings • Interactive Read Alouds • Group Work • Checklists • Performance Task <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Demonstrations • Reflections • WebQuest • Response Cards • Hands-on Activity • Essay <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Anticipation Guide • Generated Questions • Student Inquiry • Note-taking • Interviews • Reader’s Notebook <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • QAR Chart • Journals • Think-Pair-Share • Discussion • Timelines • Essay • Research Notes <p>Summative</p> <ul style="list-style-type: none"> • Multiple Choice • Short Answer • Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Prewriting • Peer Reviews • Feedback Forms • Graphic Organizers • Research Project • Outline • Project Presentation <p>Summative</p> <ul style="list-style-type: none"> • On-demand • Vocabulary Test • G.U.M. Test • Published Informational <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>	<p>Resources Needed</p>

<ul style="list-style-type: none"> • McDougal Literature (p. 549-552, 617-620) • <i>Teaching Students to Read Nonfiction</i> by Scholastic Teaching Strategies • <i>Texts and Lessons with 75 Articles</i> by Heinemann Press • http://www.readwritethink.org/classroom-resources/lesson-plans/using-thieves-preview-nonfiction-112.html • http://mainecontentliteracyproject.org/strategies/Analytic%20Graphic%20Organizers%20description.pdf • http://www.izzit.org/ • http://www.ereadingworksheets.com/text-structure/text-structure-activities/ • http://www.kellygallagher.org/resources/articles.html • http://www.readwritethink.org/classroom-resources/lesson-plans/finding-science-behind-science-927.html • http://tweentribute.com • http://www.humanesociety.org/news/magazines/kind_news • <i>Marzano's</i> 	<ul style="list-style-type: none"> • McDougal Literature (p.415-429, 478-491) • http://www.adlit.org/strategies/23355/ • http://365tomorrow.com/ • http://www.life123.com/arts-culture/cinema/science-fiction/history-of-science-fiction.shtml • Variety of science fiction materials • Video recording equipment • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • http://www.achievethecore.org/ • McDougal Literature (p. 658-674, 675-678) • <i>Titanic, Voices from the Disaster</i> book by Scholastic • <i>Ten True Tales, Titanic Young Survivors</i> by Scholastic • <i>Titanic, The Tragedy that Shook the World</i> by Time Life Books • <i>Titanic Disaster at Sea</i> by Scholastic • <i>Building Titanic</i> iPad App (itunes) • Material for experiment (ice) • http://www.historyonthenet.com • http://nrhs.nred.org/www/nred_nrhs/site/hosting/Literacy%20Website/Literacy%20Strategy%20Templates/Group_Summarizing_description.pdf • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • http://www.historyplace.com/speeches/previous.htm • ReadWriteThink.org • http://www.wordle.net/ • http://www.readwritethink.org/classroom-resources/printouts/anticipation-guide-30578.html • http://www.altapedia.com/ • Variety of World War II informational texts • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • "You're the Teacher" CD Editing • Novel recordings with historical connections 	<ul style="list-style-type: none"> • http://www.readwritethink.org/files/resources/lesson_images/lesson416/HolocaustOnlineInquiry.html • http://www.adlit.org/strategies/19802/ • http://www.adl.org/children_holocaust/children_main1.asp • Variety of World War II informational texts • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • "You're the Teacher" CD Editing 	<ul style="list-style-type: none"> • http://www.tagxedo.com/app.html • ReadWriteThink.org • http://www.readwritethink.org/classroom-resources/lesson-plans/investigating-holocaust-collaborative-inquiry-416.html • Variety of World War II informational texts • <i>Marzano's Vocabulary Instruction That Works</i> • <i>Zaner-Bloser G.U.M. (Daily Bellwork)</i> • "You're the Teacher" CD Editing
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<p>Vocabulary Instruction That Works</p> <ul style="list-style-type: none"> Zaner-Bloser G.U.M. (Daily Bellwork) "You're the Teacher" CD Editing 					
<p>Suggested Independent Readings: <i>The Hunger Games, The Witch of Blackbird Pond, My Brother Sam Is Dead, The Dark Is Rising, American Dragons</i></p>					

Weeks 31 - 36					
Unit 6 Topic: Show What You Know					
<u>Kentucky Core Academic Standards Focus:</u>			"I CAN" STATEMENTS		
RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			<ul style="list-style-type: none"> I can identify and comprehend independently in literary text the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity. 		
RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.			<ul style="list-style-type: none"> I can identify and comprehend independently in literary nonfiction (informational texts) the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity. 		
L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			<ul style="list-style-type: none"> I can make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words. I can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. I can select appropriate resources to aid in gathering vocabulary knowledge. 		
W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			<ul style="list-style-type: none"> I can write for various audiences, purposes, and tasks for a shortened time frame (a single setting or a day or two). I can write for various audiences, purposes, and tasks within an extended time frame (time for research, reflection and revision). 		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36

<p align="center">Identify Sub-Topics Literature Review Skills Practice</p>	<p align="center">Identify Sub-Topics Informational Texts Review Skills Practice</p>	<p align="center">Identify Sub-Topics Vocabulary Review Skills Practice</p>	<p align="center">Identify Sub-Topics Conventions Review Skills Practice</p>	<p align="center">Identify Sub-Topics Argumentation Review Reflection & Evaluation</p>	<p align="center">Identify Sub-Topics Writing Folder Review Goals</p>
<p>G.U.M. Review: Figurative Language Literal Language (Abstract/Concrete)</p>	<p>G.U.M. Review: Figures of Speech Allusions – Mythological, Literary, Biblical</p>	<p>G.U.M. Review: Context Clues Reference Materials Greek and Latin Affixes and Roots Word Relationships and Nuances in Meaning</p>	<p>G.U.M. Review: Simple, Compound, Complex, and Compound-Complex Sentences Function of Phrases and Clauses</p>	<p>G.U.M. Review: Commas to Separate Coordinate Adjectives Capitalization Punctuation Misplaced and Dangling Modifiers</p>	<p>G.U.M. Review: Precise and Concise Language Eliminating Wordiness and Redundancy Spelling Rules</p>
<p>I CAN STATEMENTS: I can identify and comprehend independently in literary text the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.</p>	<p>I CAN STATEMENTS: I can identify and comprehend independently in literary nonfiction (informational texts) the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.</p>	<p>I CAN STATEMENTS: I can make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words. I can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. I can select appropriate resources to aid in gathering vocabulary knowledge.</p>	<p>I CAN STATEMENTS: I can make meaning and use accurately the words and phrases important to the comprehension of academic and domain-specific words. I can apply and use knowledge of vocabulary when considering words and phrases important to comprehension or expression. I can select appropriate resources to aid in gathering vocabulary knowledge.</p>	<p>I CAN STATEMENTS: I can identify and comprehend independently in literary nonfiction (argumentative texts) the key ideas and details, craft and structure, and integration of knowledge and ideas at appropriate complexity.</p>	<p>I CAN STATEMENTS: I can write for various audiences, purposes, and tasks for a shortened time frame (a single setting or a day or two). I can write for various audiences, purposes, and tasks within an extended time frame (time for research, reflection and revision).</p>
<p>Critical Vocabulary Genre Perspective Resolution Soliloquy Interpret</p>	<p>Critical Vocabulary Precise Concise Compare/Contrast Domain-specific Biographical Article</p>	<p>Critical Vocabulary Context Clues Homophones Homonym Greek/Latin Affix & Root Analogy</p>	<p>Critical Vocabulary Sentence Combining Phrase/Clause Portray Portrayal Diverse</p>	<p>Critical Vocabulary Trace Evaluate Argumentation Constructed Response Character Sketch</p>	<p>Critical Vocabulary Distinguish Delineate On-demand Passage-based Self-correction</p>

Interpretation	Narrative Nonfiction	Quotes Summarizing Reference Source	Excerpts Embed	Noteworthy	
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<ul style="list-style-type: none"> • After reading and discussing, “A Day’s Wait” by Ernest Hemingway, have students write an essay in response to Q – How does the author use misunderstanding to advance the plot of this story? Tell students to cite specific details from the story as support. • After reading and discussing “Zebra” by Chaim Potok, have students respond to the Q – What makes Adam a memorable character? Tell students to think about the techniques the author uses to develop this character. Tell students to write a literary analysis describing how the author’s use of characterization conveys the theme of the story, citing relevant evidence 	<ul style="list-style-type: none"> • After reading and discussing “Aerobic Exercise for Teenagers”, have students write an objective summary of the article. Tell students to include the central idea and key points without adding opinion or feelings – choose language that expresses ideas precisely and concisely including domain-specific words. • After reading and discussing “Didrikson was a Woman Ahead of Her Time”, have students write an essay explaining how the author organized information for this biographical article. Tell students to include how the individual parts of the text contribute to the overall development of ideas and to the author’s purpose (citing specific details from the text to support their 	<ul style="list-style-type: none"> • Review using context clues (overall meaning and word’s position or function) and reference materials (pronunciation, precise meaning, and part of speech) to learn unknown words and phrases. • Review Greek and Latin Affixes and Roots to learn the meaning of unknown words and phrases. • Review homophones, analogies, and connotative /denotative word relationships for understanding meaning. • Use a “Triple Entry Journal” for vocabulary words. • Monitor comprehension with questioning techniques. • Use Semantic Features Analysis (e.g., A plus and 	<ul style="list-style-type: none"> • Continue to use “Close Analytic Reading” strategy of excerpts from complex texts (e.g., <i>The Adventures of Tom Sawyer; Romeo and Juliet; Farewell to Manzanar; A Midsummer Night’s Dream; Unbroken</i>) focusing on Tier Two Vocabulary http://www.achievethecore.org/steal-these-tools/close-reading-exemplars • Have students practice finding and paraphrasing key information in a text to support answers. • Remind students that extended responses require more details than short constructed responses – sentence or two to capture the answer (show examples). • Examine how authors use 	<ul style="list-style-type: none"> • Have students use the Teacher Domain and Webenglishteacher sites to read examples of the three types of writing completing a RAFT sheet then compare these to their own writings http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html • Review research, explanatory, and essay writing. • Use the “As I See It” strategy to to get students to express their knowledge and opinions before reading an argumentative text and after reading to discuss what they have learned 	<ul style="list-style-type: none"> • Review and practice stand alone on-demand writing tasks. • Review and practice passage based on-demand writing tasks. • Have students review their writing folders and use the school’s checklist form for self-evaluation and completeness. • Use the “Peer Edit with Perfection” handout for conferencing http://www.readwritethink.org/professional-development/strategy-guides/peer-review-30145.html • Conference with students about selecting writing pieces that showcase their skills. • Have students reflect on their

<p>from the text to support the analysis.</p> <ul style="list-style-type: none"> • After reading and discussing, “The War of the Wall” by Toni Cade Bambara, use “Write Arouds” strategy to have students think about the theme of the story and respond to Q – If the theme of the story is <i>People are not always what you think they are</i>, how might this theme be affected if the story were told from the painter’s point of view? Tell students to cite specific details from the text to support their response and have groups share aloud. • Create a “tagxedo” • Read and discuss the poem from “Song of Myself” by Walt Whitman. Then listen to the audio story and show the mural. Have students complete a QAR Chart then debate the importance of mural art and policy ordinances (citing evidence to support their 	<p>response).</p> <ul style="list-style-type: none"> • Read magazine article “Offering at the Wall” by Don Moser then use a Venn diagram to compare the article to the short story “War of the Wall” (read last week). • Read narrative non-fiction “The Night the Bed Fell” by James Thurber. Have students create a cause and effect chain of events chart using textual evidence. Then read the online article “Laughter is the Best Medicine: The Health Benefits of Humor” and have students compare the two texts. • Ask questions about structural and organizational strategies for informational texts (using examples read in class). • Use “Inferential Reading” strategy http://www.adlit.org/strategies/23355/ to teach students to read strategically. 	<p>minus matrix) asking students to related certain vocabulary words to key features of a text.</p> <ul style="list-style-type: none"> • Review text structure in informational text http://www.ereadingworksheets.com/text-structure/text-structure-activities/ • Use “Write Alouds” strategy to model teacher thinking about how to quote or paraphrase informational text http://www.readwritethink.org/professional-development/strategy-guides/write-alouds-30687.html • Use “Close Analytic Reading” strategy of excerpts from complex texts (e.g., <i>The Adventures of Tom Sawyer; Romeo and Juliet; Farewell to Manzanar; A Midsummer Night’s Dream; Unbroken</i>) http://www.achievethecore.org/steal-these-tools/close-reading-exemplars • Review elements of drama. 	<p>intentional language, structure, and form to address their diverse audiences and convey meaning.</p> <ul style="list-style-type: none"> • Review that some non-fiction forms incorporate narrative structure to “tell” the information (e.g., “Dirk the Protector” from <i>My Life in Dog Years</i> by Gary Paulsen). • Use text-dependent questions to analyze structures, theme, and points of view in literary and informational passages. • Have students respond to text dependent questions (citing evidence) through contextual clues embedded in the text. • Review multiple choice strategies and questions. 	<p>about their opinions and knowledge based on evidence from the text</p> <p>http://stemresources.com/static/tools/Assessments/Formative/AslSeelt/index.html</p> <ul style="list-style-type: none"> • Have students use their literacy notebooks to respond to questions about texts while playing a review game. • Have students prepare short book talks or brief presentations about their independent reading experiences. • Personal response to a book can include reactions to events, characters, symbols, themes, questions about situations, or some aspect which interests you or has meaning to you. A personal response is not a plot summary, character sketch, or explanation of a literary element. Can you personally relate to any events in a 	<p>strengths and weakness then set goals for next year.</p> <ul style="list-style-type: none"> • Although school may not always be fun, it’s essential for our education and development. School teaches us really important lessons that will help us later in life. What is the most important thing you have learned in school so far? Write an essay in which you discuss one thing school has taught you and its importance to your life and your future. Use specific examples and details to support your response.
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arguments).	<ul style="list-style-type: none"> Use “Save the Last Word” strategy to engage students in discussion that analyzes how a particular sentence or paragraph contributes to the overall ideas in a text http://www.facinghistory.org/resources/strategies/save-last-word-me 			book you have read this year? Does an event or character stand out as noteworthy? In a letter to your teacher, write a personal response to a book you have read. Quote passages from the work to support your response.	
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Literacy Notebooks Double Entry Response QAR Chart Before and After with Evidence Handouts Class Discussion Group Work Literary Analysis Debates <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Literacy Notebooks Venn Diagram Class Discussion Questioning Summaries Essay <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Weekly Reflection Handouts Vocabulary Journals Literacy Notebooks Class Discussion Questioning Matrix Charts <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Literature Circles Questioning Discussion Journals Quick Writes <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> RAFT Sheets Class Discussion Questioning Peer Reviews <p>Summative</p> <ul style="list-style-type: none"> Multiple Choice Short Answer Extended Constructed Response <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Reflecting on Growth Handouts Conference Forms Drafts Literacy Notebooks <p>Summative</p> <ul style="list-style-type: none"> On-demand Vocabulary Test G.U.M. Test Writing Folders <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>

Resources Needed <ul style="list-style-type: none"> McDougal Literature (p. S19-S23; p. 46-64; p. 109-120) Radio Recording & Mural: http://www.scpr.org/programs/airtalk/2011/12/12/21725/los-angeles-murals <i>Seven Strategies of Assessment for Learning</i> pg. 250 (Jan Chappuis) <i>Speak Out! Debate and Public Speaking in the Middle Grades</i> by John Meaney and Kate Shuster Double Entry Journal Template http://www.adlit.org/pdfs/strategy-library/doubleentryjournal.pdf QAR Chart http://www.readingquest.org/strat/qar.html Write Arounds http://www.aea267.k12.ia.us/literacyexcellence/files/AEA267WriteAround.pdf http://www.tagxedo.com/app.html 	Resources Needed <ul style="list-style-type: none"> McDougal Literature (p. 65-67; 399-402) Article: http://teens.webmd.com/aerobic-exercise-for-teens Biographical Article: http://espn.go.com/sportscentury/features/00014147.html Article: http://www.helpguide.org/life/humor_laughter_health.htm Graphic Organizer templates 	Resources Needed <ul style="list-style-type: none"> McDougal Literature (p. R2-3) Reading for Different Purposes; (p. R18-23) Functional Reading; (p. 219-222, 549-552) Text Organizers; (p. R6-11) Patterns of Organization; (p. R120-127) Text Features; (p. R128-137) Text Structures Marzano's <i>Vocabulary Instruction that Works</i> and <i>Building Academic Vocabulary</i> KCAS Tiers of Vocabulary defined (Appendix A) Greek/Latin Affixes and Roots http://wordinfo.info/ <i>Seven Strategies of Assessment for Learning</i> pg. 251 (Jan Chappuis) Achievethecore.org: Free Guide to Creating Questions for Close Analytic Reading (Resources from Student Achievement Partners "Steal These Tools") Triple Entry Journal http://crmsliteracy.wikispaces.com/Triple+Entry+Journals 	Resources Needed <ul style="list-style-type: none"> McDougal Literature (p. R12-17) Critical Reading Persuasion/Argument; (p. 65-66, R4-5) Reading Information/ Research Questions; (p. 396-397) Summarizing McDougal Language Network CIITS Act I, Scene V (Romeo and Juliet) http://shakespeare.mt.edu/romeo_juliet/romeo_juliet.1.5.html Scene 5 (Romeo and Juliet) http://www.youtube.com/watch?v=CCOafzKxfpA Act III, Scene I (Romeo and Juliet) http://shakespeare.mt.edu/romeo_juliet/romeo_juliet.3.1.html Part I, Scene 1 (Romeo and Juliet) http://www.youtube.com/watch?v=qQ0kOi6qqHY 	Resources Needed <ul style="list-style-type: none"> McDougal Literature (p. R47-R57; 323) Explanatory, Research, and Compare/Contrast Essay Writing McDougal Language Network CIITS Teachers Domain http://www.teachersdomain.org/browse/?fq_hierarchy=k12.la.ws Webenglishteacher http://www.webenglishteacher.com/argument.html 	Resources Needed <ul style="list-style-type: none"> McDougal Literature (p. R66-99) Grammar Handbook Angela Hilterbrand's On-Demand training materials and prompts. Student writing folders Student writing evaluation forms KDE Literacy Instructional Resources KCAS Appendix A KCAS Text Exemplars (Appendix B) KCAS Student Samples (Appendix C) http://rubrics4teachers.com/languagearts.php <i>Seven Strategies of Assessment for Learning</i> pg. 249 (Jan Chappuis)
Suggested Independent Readings: <i>The Great Gilly Hopkins</i> , <i>MC Higgins The Great</i> , <i>Homecoming</i> , <i>Trouble River</i> , <i>My Side of the Mountain</i>					