

# CASD English Language Arts 7th Grade Curriculum Map

Reading, Writing, Speaking and Listening

4/11/2016

Chambersburg Area School District

## **Reading Workshop Launch**

This standard supports students in demonstrating the ability to read and comprehend literature, literary nonfiction, and informational text on grade level.

### **Beginning of Year**

**CC.1.3.7.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.**

**CC.1.2.7.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.**

#### **Objectives**

- Students will read and comprehend literature, literary nonfiction, and informational text using the workshop model.

#### **Guiding Question and Prompts**

- How complex is this text?
- How much more complex is this text?
- What sort of support, if any, is needed?
- What is the structure of Readers' Workshop, and how do I transition to each part.
- How do I select books in a good lexile range that I can understand when I read independently?
- How do I organize things I need in my reading binder and use it to be a successful reader?
- How do I keep track of what I am thinking as I am reading?
- How do I provide a written response after reading?

#### **Possible Reading Tasks**

##### **TEACHER**

- Discuss the different components to readers' workshop
- Discuss lexile range
- Review IPICK Strategy
- Model Proper usage of sticky notes
- Introduction to responding to literature

##### **GUIDED PRACTICE**

- Practice proper transitioning during readers' workshop
- Organize components to reading binder

##### **INDEPENDENT PRACTICE**

- Build reading stamina

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| <b><u>OTHER</u></b> <ul style="list-style-type: none"> <li>• Discuss and set goals based on incoming data</li> <li>• Practice picking appropriate leveled independent reading books</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                         |
| <b>Materials / Recommended Titles</b><br><b><u>MATERIALS</u></b> <ul style="list-style-type: none"> <li>• Workshop Component Anchor Chart</li> <li>• Workshop Expectation Anchor Chart</li> <li>• Transition Expectation Anchor Chart</li> <li>• Incoming Lexile Data</li> <li>• IPICK Anchor Chart</li> <li>• Reading Binders</li> <li>• Binder Dividers</li> <li>• Sticky Notes</li> <li>• Sticky Note Usage Anchor Chart</li> </ul> <b><u>RECOMMENDED TITLES</u></b> <ul style="list-style-type: none"> <li>• Various titles from classroom library for “book shopping”</li> </ul> | <b>Possible Writing Tasks</b> <ul style="list-style-type: none"> <li>• CC1.4.6.S: Response to Literature (Reading Responses)</li> </ul> |

## **Annotation Launch Unit**

This standard supports students in demonstrating the ability to read, annotate, and comprehend literature, literary nonfiction, and informational text on grade level or above grade level.

### **Beginning of Year**

**CC.1.2.7.E- Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.**

**CC.1.2.7.L- Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.**

**CC.1.3.7.E- Analyze how the structure or form of a text contributes to its meaning.**

**CC.1.3.7.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.**

### **Objectives**

- Students will analyze the structure of text by evaluating the author's use of graphics, charts, and other major sections of the text.
- Students will analyze how the structure or form of a text contribute to its meaning.

### **Guiding Question and Prompts**

#### **• Literature**

- Which form or structure does the author use in this play or poem?
- How does the author's use of this specific form or structure contribute to the meaning of the poem or play?
- What is this drama about? Let's talk through the structure.
- How does this particular scene fit into the structure? How does it contribute to the overall theme or message?
- What is this poem about? What overall idea, feeling, theme, or message comes to mind?
- What is the form (sonnet, soliloquy, haiku, elegy, ode, lyric)? What do we know about this form? Why do you think the poet chose it?
- Let's talk through the structure. What stands out about how the poem/stanza looks? How is the content organized?
- Are there stanzas? What is the role of each? Why do you think the author divided the content in this way?
- How is space used? How are line breaks used?
- How is sound used? Is there a rhyme scheme? What is the pattern? What do the lines sound like in terms of

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>meter and rhythm? What impact do the elements of sound have on meaning?</p> <ul style="list-style-type: none"> <li>• <b>Informational</b> <ul style="list-style-type: none"> <li>○ Which organizational approach does the author use in this text?</li> <li>○ How does the author's use of this structure contribute to the text as a whole and the development of its ideas?</li> <li>○ What is this text/chapter about? How is it set up? How is the information structured?</li> <li>○ How does the information in the major sections fit together to develop the ideas?</li> </ul> </li> </ul> |
| <p><b>Possible Reading Tasks</b></p> <p><b><u>TEACHER</u></b></p> <ul style="list-style-type: none"> <li>• Review Annotation Note Sheet</li> <li>• Model using annotation using sample passage</li> <li>• Complete a "Think Aloud" while modeling annotation</li> <li>• Share student annotations on document camera</li> <li>• Discuss Annotation Bookmarks</li> <li>• Model Marginal Comments</li> <li>• Discuss the use of annotation as a strategy not a requirement for all texts.</li> <li>• Model annotating when not allowed writing in text.</li> </ul> <p><b><u>GUIDED PRACTICE</u></b></p> <ul style="list-style-type: none"> <li>• Create a "Do and Don't" Anchor Chart Together</li> <li>• In partners, annotate a sample passage</li> <li>• Use "How the Leopard Got His Spots" to practice annotations</li> </ul> <p><b><u>INDEPENDENT PRACTICE</u></b></p> <ul style="list-style-type: none"> <li>• Complete an entrance slip "Why is it important to annotate text?"</li> <li>• "Truth and Consequences" Experiment</li> </ul> <p><b><u>OTHER</u></b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

| Materials / Recommended Titles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Possible Writing Tasks |
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| <p data-bbox="178 235 346 267"><b><u>MATERIALS</u></b></p> <ul data-bbox="178 274 504 381" style="list-style-type: none"><li data-bbox="178 274 504 306">• Annotation note sheet</li><li data-bbox="178 313 504 345">• Annotation Bookmarks</li><li data-bbox="178 352 504 381">• Entrance Slips</li></ul> <p data-bbox="178 388 499 420"><b><u>RECOMMENDED TITLES</u></b></p> <ul data-bbox="178 427 819 566" style="list-style-type: none"><li data-bbox="178 427 819 459">• “Discoveries: Mighty Mouse Bred”</li><li data-bbox="178 466 819 498">• “Learning to Play Fair”</li><li data-bbox="178 505 819 537">• “How the Leopard Got His Spots” by Roger Kipling</li><li data-bbox="178 544 819 566">• “Truth and Consequences”</li></ul> |                        |

## **Vocabulary Acquisition and Use**

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

**MP #1-4**

**CC.1.2.7.F & CC.1.3.7.F – Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.**

### **Objectives**

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will determine the meaning of technical words used in a text.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figures of speech in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

### **Guiding Question and Prompts**

- Which words or phrases in a sentence do you not understand- or prevent you from understanding other portions of the text?
- Which words have many different meanings or connotations- and seem most fitting in the context used in this text?
- What can you glean of the word's meaning from its context- its place in the sentence, its part of speech, and the way it is used or spoken?
- Listen to this use of figurative language. What do you think it means? What is the author comparing/altering? What would the literal meaning be?
- Here's a use of a word that I think has connotative meanings. What personal or cultural meanings would you say are attached to this word? What emotions do you associate with this word? How does it contribute to the meaning/tone?
- What exactly does this word mean in this context? How are we to use this information?
- Let's look for the most critical words to understand from this text.
- Let's look at each use of the word. What does the surrounding context help us understand? Is there a definition in the text?
- How is sound used? What sounds are repeated? Is there a rhyme scheme? What impact does rhyme/repetition have on meaning? What impact does it have on tone? What effect does it create aesthetically?

### **Possible Reading Tasks**

#### **TEACHER**

- Review definition of different examples of figurative language and talk about why a writer would use it in writing
- Discuss the effectiveness of using specific examples of figurative language
- Alliteration PowerPoint
- Use cartoons to teach personification
- Personification PowerPoint
- Imagery PowerPoint
- Use YouTube video to review similes (Similes in Songs 2:22)
- Point out difference between simile and metaphor
- Metaphor PowerPoint
- Hyperbole PowerPoint
- Introduce Symbolism using “Associations & Symbols” worksheet
- Milkweed Symbolism PowerPoint
- Discuss the symbolic meaning of the milkweed in Milkweed

#### **GUIDED PRACTICE**

- Alliteration Brainstorming Chart
- Create sentences from brainstorming chart to create alliteration
- Imagery Sensory Chart for brainstorming
- Write a narrative paragraph incorporating imagery
- Simile PowerPoint
- Create metaphors together as a class
- Metaphor Create-A-Sentence race game
- Complete “Symbolism in Music Videos” worksheet
- Partners complete “Popular Symbols” worksheet
- Read Milkweed chapters 20-22
- Start Milkweed symbolism document

#### **INDEPENDENT PRACTICE**

- Complete Brainstorming Chart using first letter of first name and then form alliteration sentences
- Alliteration Exit Slip
- Personification Exit Slip
- Create own sensory chart and write narrative paragraph including imagery

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| <ul style="list-style-type: none"> <li>• Students need to create similes after being shown two items</li> <li>• Simile Exit Slip</li> <li>• Metaphor Journal Starter Writing Activity</li> <li>• Metaphor Exit Slip</li> <li>• Hyperbole Project</li> <li>• Symbolism Exit Slip</li> <li>• Finish <u>Milkweed</u> symbolism document</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                   |
| <b>OTHER</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                   |
| <p><b>Materials / Recommended Titles</b></p> <p><b><u>MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• Figurative Language Resource Page</li> <li>• Alliteration PowerPoint</li> <li>• Alliteration Exit Slip</li> <li>• Personification PowerPoint</li> <li>• Personification Exit Slip</li> <li>• YouTube Video: Similes in Songs 2:22</li> <li>• Simile PowerPoint</li> <li>• Simile Exit Slip</li> <li>• Metaphor Exit Slip</li> <li>• Metaphor Journal Starters</li> <li>• List of Hyperboles for Project</li> <li>• Associations &amp; Symbols Worksheet</li> <li>• Symbolism in Music Videos Worksheet</li> <li>• Popular Symbols Worksheet</li> <li>• Symbolism Exit Slip</li> <li>• <u>Milkweed</u> Symbolism PowerPoint</li> <li>• <u>Milkweed</u> Symbolism Document</li> </ul> <p><b><u>RECOMMENDED TITLES</u></b></p> <ul style="list-style-type: none"> <li>• <u>Milkweed</u> by Jerry Spinelli</li> </ul> | <p><b>Possible Writing Tasks</b></p> <ul style="list-style-type: none"> <li>• CC.1.4.7.P: Narrative Paragraphs: Write a narrative paragraph including imagery.</li> <li>• CC.1.4.7.P: Narrative Paragraphs: Complete a journal starter</li> </ul> |

## **Vocabulary Acquisition and Use**

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

**MP #1-4**

**CC.1.2.7.J & CC.1.3.7.J – 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.**

### **Objectives**

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will determine the meaning of technical words used in a text.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figures of speech in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

### **Guiding Question and Prompts**

- What are those academic words or phrases you hear most often when writing about or discussing a text or a topic?
- What are the words specific to language arts that you must learn and use accurately when reading, writing about, or discussing the content of language arts?
- What techniques work best for you to gather, learn, and remember words when studying a new or difficult subject?

### **Possible Reading Tasks**

#### **TEACHER**

#### **GUIDED PRACTICE**

#### **INDEPENDENT PRACTICE**

- Weekly Skills

#### **OTHER**

### **Materials / Recommended Titles**

#### **MATERIALS**

- Root Word Packet

#### **RECOMMENDED TITLES**

### **Possible Writing Tasks**

- Denotation/Connotation Name Activity at the beginning of Unit 4.

## Vocabulary Acquisition and Use

This standard supports students in demonstrating an understanding of vocabulary and figurative language in informational text and literature.

### **MP #1-4**

**CC.1.2.7.K & CC.1.3.7.I- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.**

#### **Objectives**

- Students will determine the meaning of unknown multiple meaning words and phrases using a range of strategies.
- Students will use context as a clue to the meaning of a word or phrase.
- Students will use common Greek or Latin affixes and roots as clues to the meaning of a word.
- Students will determine the meaning of technical words used in a text.
- Students will demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Students will interpret figures of speech in context.
- Students will use the relationship between words to better understand each of the words.
- Students will distinguish among the connotations of words with similar denotations.

#### **Guiding Question and Prompts**

- Which words or phrases in a sentence do you not understand- or prevent you from understanding other portions of the text?
- Which words have many different meanings or *connotations*- and seem most fitting in the context used in this text?
- What can you glean of the word's meaning from its context- its place in the sentence, its part of speech, and the way it is used or spoken?

#### **Possible Reading Tasks**

##### **TEACHER**

##### **GUIDED PRACTICE**

##### **INDEPENDENT PRACTICE**

##### **OTHER**

#### **Materials / Recommended Titles**

##### **MATERIALS**

- Multiple Meaning Word Graphic Organizers

##### **RECOMMENDED TITLES**

#### **Possible Writing Tasks**

## Reading Informational Text- Key Ideas and Details, Main Idea

This standard supports students in demonstrating the understanding of key ideas and details in informational texts.

### **MP #4**

**CC.1.2.7.A- 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.**

#### **Objectives**

- Students will determine two or more central ideas in a text.
- Students will analyze the development of two or more central ideas over the course of a text.
- Students will provide an objective summary of a text.

#### **Guiding Question and Prompts**

- What central ideas does the author introduce and develop throughout?
- How does the author develop this theme or central idea throughout the text?
- What details and facts must an objective summary of the text include?
- What is a central idea in this text/selection?
- What details are used to convey this idea?
- What is another central idea and how is it conveyed?
- How do the two ideas relate?

#### **Possible Reading Tasks**

##### **TEACHER**

- Read article “Life in the Ghettos”
- Model completing the central idea graphic organizer and developing a central idea statement

##### **GUIDED PRACTICE**

- Compare information from both central idea graphic organizers to create an analysis statement of both central ideas

##### **INDEPENDENT PRACTICE**

##### **OTHER**

#### **Materials / Recommended Titles**

##### **MATERIALS**

##### **RECOMMENDED TITLES**

- **Articles**
  - “Life in the Ghettos” / PowerPoint
  - Leveled Holocaust Articles
  - “Exploring the Titanic” Robert Ballard

#### **Possible Writing Tasks**

## Reading Informational Text- Key Ideas and Details, Text Analysis

This standard supports students in demonstrating the understanding of key ideas and details in informational texts.

### **MP #1**

**CC.1.2.7.B- Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.**

#### **Objectives**

- Students will cite evidence to support analysis of that text says.
- Students will cite evidence to support inferences from the text.
- Students will cite evidence to support conclusions from the text.
- Students will cite evidence to support generalizations from the text.

#### **Guiding Question and Prompts**

- What happens or is said in this text?
- What pieces of evidence support your inferences as to the explicit meaning of the text?
- Now that we have read with a focus on the story being told/the key ideas and details, let's read again with our specific purpose in mind.
- What is our purpose? What will our evidence look like? How could I mark/highlight/take notes to help focus on the information we need?
- We need to cite several pieces of evidence to support our analysis. What other angles could we examine/information could we look at in relation to our purpose?
- Let's articulate what we have found in relation to our purpose.

#### **Possible Reading Tasks**

##### **TEACHER**

##### **GUIDED PRACTICE**

##### **INDEPENDENT PRACTICE**

##### **OTHER**

- Use Generalization PowerPoint

#### **Materials / Recommended Titles**

##### **MATERIALS**

- Generalization PowerPoint

##### **RECOMMENDED TITLES**

- "Exploring the Titanic" Robert Ballard

#### **Possible Writing Tasks**

CC.1.4.7.S- Any TDA response dealing with informational texts.

## Reading Informational Text- Key Ideas and Details, Text Analysis

This standard supports students in demonstrating an understanding of key details in informational texts.

**MP #1-4**

### **CC.1.2.7.C- Analyze the interactions between individuals, events, and ideas in a text.**

#### **Objectives**

- Students will analyze interactions between individuals, events, and ideas in a text.
- Students will analyze how ideas influence individuals or events.
- Students will analyze how individuals influence ideas or events.

#### **Guiding Question and Prompts**

- What are the key moments, characters, or ideas in the story?
- How do these different elements interact with and influence each other?
- What evidence or examples can you provide to support your claim(s)?
- How did an individual influence a series of events?
- How did an idea influence a series of events?
- How did an individual influence an idea?
- How did a series of events influence an idea?
- How did an idea influence an individual?
- How did a series of events influence an individual?

#### **Possible Reading Tasks**

##### **TEACHER**

- Model Annotations

##### **GUIDED PRACTICE**

- Mapping in Teams (CC Book page 64)

##### **INDEPENDENT PRACTICE**

- Sticky Note Responses (Common Core Book page 63)
- Stop-and-Chats (CC Book page 63)
- Character/Person Study (CC Book page 64)
- *Somebody Wanted But So...* (CC Book page 71)
- Facebook Play (CC Book page 71)

#### **Materials / Recommended Titles**

##### **MATERIALS**

- Common Core Reading Book pages 47-71

##### **RECOMMENDED TITLES**

- Titanic

#### **Possible Writing Tasks**

- CC.1.4.7.A- Informative Writing Tasks
- CC.1.4.7.S- TDA Responses

## **Reading Informational Text- Craft and Structure, Point of View**

This standard supports students in demonstrating the understanding of craft and structure in informational texts.

### **MP #3**

**CC.1.2.7.D- 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.**

#### **Objectives**

- Students will determine an author's point of view of a text.
- Students will determine an author's purpose of a text.
- Students will analyze how an author distinguishes his or her position from that of others.

#### **Guiding Question and Prompts**

- What is the subject of this text?
- What is the author's point of view or purpose regarding this subject?
- What techniques or devices does the author use to distinguish his or her position from others' on this subject?
- What main idea or issue is the author asking us to consider? What is the author's point of view or purpose? How can we tell?
- How does the author convey the point of view or work to achieve the purpose? For example, what images/facts/examples/data chosen?
- What words are chosen to describe or convince?
- How does the author show more than one position or distinguish his or her position from that of others?

#### **Possible Reading Tasks**

##### **TEACHER**

- Model one of the recommended titles with objectives and guided questions

##### **GUIDED PRACTICE**

##### **INDEPENDENT PRACTICE**

- Students will be given a title to identify/answer objectives/questions.

##### **OTHER**

| Materials / Recommended Titles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Possible Writing Tasks |
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| <p><b><u>MATERIALS</u></b></p> <p><b><u>RECOMMENDED TITLES</u></b></p> <ul style="list-style-type: none"> <li>• “Drinking Water: Bottled or from the Tap” (Fox n.d.)</li> <li>• ‘Thumbs Down! Texting Plus Driving = Disaster on the Road” (Tenenbaum 2009) Common Core Book page 225</li> <li>• <i>Red Cloud, Speech at Cooper Union, New York, 1870</i></li> <li>• “Animal Protection Organizations Applaud Introduction of the Captive Primate Safety Act” (humanesociety.org)</li> <li>• <i>1621: A New Look at Thanksgiving</i> by Catherine O'Neill Grace and Margaret Bruchac</li> <li>• “Debate Rages on Over Circus Elephants” (Myers 2013)</li> </ul> |                        |

## Reading Informational Text- Craft and Structure, Text Structure

This standard supports students in demonstrating the understanding of craft and structure in informational texts.

### **MP #3**

### **CC.1.2.7.E- Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.**

#### **Objectives**

- Students will analyze a structure used to organize a text.
- Students will analyze how major sections contribute to the whole and development of ideas.
- Students will analyze how text features contribute to the whole and development of ideas.

#### **Guiding Question and Prompts**

- Which organizational approach does the author use in this text?
- How does the author's use of this structure contribute to the text as a whole and the development of its ideas?
- What is this text/chapter about? How is it set up? How is the information structured?
- How does the information in the major sections fit together to develop the ideas?

#### **Possible Reading Tasks**

##### **TEACHER**

- Watch and discuss YouTube video: "Non-fiction Text Features" stopping video at 4:15. Students should take notes using "Text Features and their Jobs" note sheet.
- Explain the difference between text features and text structure using anchor charts.
- Discuss the different types of text structures using the anchor charts
- Hold a discussion about the way text features and structures can help a reader identify author's purpose. They all work together.
- Model using advertisement "Gravity Defyer" to show how text structure predicts/show the author's purpose. Remind students it is quite possible to have more than one text structure.
- Use Sequence Beach Ball Example
- Model reading and annotating using "U.S. Army Judge Sentences Manning to 35 Years in WikiLeaks Case". Decide text structure and take notes in appropriate graphic organizer.

##### **GUIDED PRACTICE**

- Students use textbooks to find different text features to share with class
- Students create a table using index cards for remaining beach ball paragraph examples

##### **INDEPENDENT PRACTICE**

- Listen to Text Feature Rap and add additional notes to their note sheet. Complete last two rows of note sheet.
- Students complete the remaining beach ball example
- Students complete "Teachers, Parents Serve Mixed Reactions to Breakfast in Classrooms" activity

##### **OTHER**

| Materials / Recommended Titles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Possible Writing Tasks |
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| <p><b><u>MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• YouTube Videos <ul style="list-style-type: none"> <li>○ Non-fiction Text Features (4:56)</li> <li>○ “Non Fiction Rap” (2:25)</li> </ul> </li> <li>• Text Features and Their Jobs Note Sheet</li> <li>• Different Subject Textbooks</li> <li>• Text Structure and Text Feature Anchor Charts</li> <li>• “Gravity Defyer” advertisement</li> <li>• Sequence Beach Ball Example Materials</li> <li>• Beach Ball Table Materials</li> <li>• Independent Beach Ball Example Materials</li> </ul> <p><b><u>RECOMMENDED TITLES</u></b></p> <ul style="list-style-type: none"> <li>• “U.S. Army Judge Sentences Manning to 35 Years in WikiLeaks Case”</li> <li>• “Teachers, Parents Serve Mixed Reactions to Breakfast in Classrooms”</li> </ul> |                        |

## **Reading Informational Text- Integration of Knowledge and Ideas, Diverse Media**

This standard supports students in demonstrating the ability to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

**MP #3,4**

**CC.1.2.7.G- 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).**

### **Objectives**

- Students will compare and contrast a text to an audio, video, or multimedia version of the text.
- Students will analyze each medium's portrayal of the subject.

### **Guiding Question and Prompts**

- How is this adaptation of the original similar to or different from the original?
- How does the medium used impact the effect of the words when read versus produced as a multimedia text?
- What information is presented? How is it presented?
- What insights did you gain from this version that you did not from the other version? What was it about the techniques that made this possible?

### **Possible Reading Tasks**

#### **TEACHER**

#### **GUIDED PRACTICE**

- Stop-and-Chats (Common Core Book page 173)
- Web Challenge (CC Book page 173)

#### **INDEPENDENT PRACTICE**

- Multimedia Crafting (CC Book page 174)

#### **OTHER**

### **Materials / Recommended Titles**

#### **MATERIALS**

- Expert Lens Figure 7.2 (Common Core Book pages 159-162)
- Common Core Book pages 149-177

#### **RECOMMENDED TITLES**

- "Zlateh the Goat" Isaac Bashevis Singer
- "Remarks on the Assassination of Martin Luther King Jr." Robert F. Kennedy

### **Possible Writing Tasks**

- CC.1.4.7.A- Essay Comparing Different Versions of a Work. (Common Core Book page 176)

## **Reading Informational Text- Integration of Knowledge and Ideas, Evaluating Arguments**

This standard supports students in demonstrating the understanding of key ideas and details in informational texts.

### **MP #1-3**

**CC.1.2.7.H- Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.**

#### **Objectives**

- Students will identify and evaluate an argument in a text.
- Students will identify and evaluate specific claims in a text.
- Students will assess whether reasoning is sound.
- Students will decide whether reasoning is sound in an argument.
- Students will determine if evidence is relevant and sufficient to support claims in an argument.

#### **Guiding Question and Prompts**

- What argument or claims does this text make – and how do these evolve as you trace them from beginning to end?
- How sound is the reasoning behind the arguments and claims?
- How can you determine whether the evidence is relevant and sufficient?
- What main argument is the author asking the reader to consider? Is there more than one argument presented?
- What are the specific claims in relation to the argument(s)?
- Describe the reasons and evidence used to support each claim.
- What makes the reasoning sound or not sound?
- What makes the evidence relevant and sufficient- or is something lacking?
- Are alternate claims or evidence presented?

#### **Possible Reading Tasks**

**TEACHER**

**GUIDED PRACTICE**

**INDEPENDENT PRACTICE**

**OTHER**

#### **Materials / Recommended Titles**

**MATERIALS**

**RECOMMENDED TITLES**

- “Drinking Water: Bottled or from the Tap” (Fox n.d.)
- “Thumbs Down! Texting Plus Driving = Disaster on the Road” (Tenenbaum 2009)
- “Debate Rages on Over Circus Elephants” (Myers 2013)
- “Fine Arts” (WriteSource)

#### **Possible Writing Tasks**

## **Reading Informational Text- Integration of Knowledge and Ideas, Analysis Across Texts**

This standard supports students in demonstrating the understanding of connections within, between, and/or among informational texts.

### **MP #3**

#### **CC.1.2.7.I- Analyze how two or more authors present and interpret facts on the same topic.**

##### **Objectives**

- Students will analyze how two or more authors write about the same topic.
- Students will analyze how two or more authors shape their presentations on the same topic by emphasizing different evidence or advancing different interpretations of facts.

##### **Guiding Question and Prompts**

- Which details, facts, or evidence, do the authors emphasize?
- Where and when do the authors' examples and evidence or explanations and interpretations differ and agree?
- What main idea or issue is each author asking us to consider?
- What is each author's point of view or purpose?
- What specific claims or key ideas are presented in each text? Describe the support provided.
- What are the differences in the evidence presented or in the interpretations provided by the two authors?

##### **Possible Reading Tasks**

###### **TEACHER**

- Model using appropriate reading strategies with the different passages.

###### **GUIDED PRACTICE**

- List evidence addressing homelessness from each passage in a class T-Chart

###### **INDEPENDENT PRACTICE**

- Write a paragraph analysis determining which author addressed the topic of homelessness effectively while citing evidence from the passage to support the claim.

###### **OTHER**

##### **Materials / Recommended Titles**

###### **MATERIALS**

- Analysis rubric

###### **RECOMMENDED TITLES**

- "Why AIM Opposes Columbus Day and Columbus Day Parades" Glenn Morris and Russell Means ([www.indians.org/welker/russmean.htm](http://www.indians.org/welker/russmean.htm))
- "Columbus Controversy" ([www.history.com/topics/columbus-controversy](http://www.history.com/topics/columbus-controversy))
- "Homelessness" page 102

##### **Possible Writing Tasks**

- Paragraph Analysis comparing two texts

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| • “Bums in the Attic on Mango Street” page 105 |  |
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## Reading Literature- Key Ideas and Details, Theme

This standard supports students in demonstrating an understanding of key ideas and details in literature.

### **MP #2-4**

**CC.1.3.7.A- 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.**

#### **Objectives**

- Students will determine a theme or central idea of a text.
- Students will analyze the development of a theme or central idea over the course of the text.
- Students will provide an objective summary of a text.

#### **Guiding Question and Prompts**

- What key idea and theme does the author introduce and develop throughout?
- What specific details does the author use to convey this idea?
- What details and facts must an objective summary of the text include?
- What is a theme or central idea you think the author might have wanted us to consider?
- How does the author lead us to this point? What details are used?
- With stories, thinking through the plot can help us summarize the details. What are the circumstances of the main character at the beginning? How does the action begin? What conflicts or barriers does the main character encounter? What is the climax or turning point? How is the conflict sorted out and resolved?
- What did the character learn through this experience?

#### **Possible Reading Tasks**

##### **TEACHER**

- What is theme?
- Review theme using Writesource page 413
- Share Theme PowerPoint (Shrek)
- Use “Amigo Brothers” to identify theme.
- Model finding theme for “Glorious Whitewasher” using Identifying Theme Graphic Organizer
- Model using the text structure strategy for problem/solution to develop the theme/main idea topic sentence for “Glorious Whitewasher”. (Somebody wanted but then also)
- Read aloud and annotate together “Charles Dickens and A Christmas Carol” article
- Model and explain the theme/main idea of the Charles Dickens article

**GUIDED PRACTICE**

- Listen to “Amigo Brothers” and complete Theme Graphic Organizer
- Complete Identifying Theme Graphic Organizer for “Lost Trust” or “Legend of Saint Valentine”
- Create a theme/main idea topic sentence for “Lost Trust”
- In partners, annotate and determine main idea/theme of “A Christmas Carol: A Dickens of a Ghost Story”

**INDEPENDENT PRACTICE**

- Gather evidence from independent reading book to identify theme
- Annotate an on-level Christmas Carol article and determine the main idea/theme
- Create an illustration depicting the theme of a story
- Write a theme sentence for a self-selected novel

**OTHER**

**Materials / Recommended Titles**

**MATERIALS**

- Theme PowerPoint
- Theme Graphic Organizer
- Identifying Theme Graphic Organizer

**RECOMMENDED TITLES**

- “Amigo Brothers” by Piri Thomas
- “Lost Trust” Writesource Grade 6 page 763
- “Charles Dickens and A Christmas Carol” article
- “A Christmas Carol: A Dickens of a Ghost Story”
- “The Adaptation of a Christmas Carol Part 1” (LL)
- “Are There No Prisons Scrooge and the British Poor” (OL)
- “Mr. Dickens, The Victorians, and Christmas” (HL)
- Wizard of Oz clips
- True Story of the Three Little Pigs

**Possible Writing Tasks**

- CC.1.4.7.D: Summary: Write a summary of the Carol articles
- CC.1.4.7.J: Carol Opinion Prompt: What do you think is the purpose of having The Ghost of Christmas Past visit Ebenezer Scrooge? Defend your answer by using examples from the play.
- CC.1.4.7.P Carol Narrative Sequel: Has Scrooge been permanently changed by his experience? What will happen to the Cratchits? Write a plot summary for a sequel to this play, based on what you know about Scrooge and human nature.

## **Reading Literature- Key Ideas and Details, Text Analysis**

This standard supports students in demonstrating an understanding of key ideas and details in literature.

**MP #1-4**

**CC.1.3.7.B- Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.**

### **Objectives**

- Students will cite evidence to support analysis of what the text says.
- Students will cite evidence to support inferences from the text.
- Students will cite evidence to support conclusions from the text.
- Students will cite evidence to support generalizations made from the text.

### **Guiding Question and Prompts**

- What happens or is said in this text?
- What pieces of evidence support your inferences as to the explicit meaning of the text?
- Now that we have read with a focus on the story being told/the key ideas and details, let's read again with our specific purpose in mind.
- What is our purpose? What will our evidence look like in light of this? How could I mark/highlight/take notes to help focus on the information we need?
- We need to cite several pieces of evidence to support our analysis. What other angles could we examine/information could we look at in relation to our purpose?
- Let's articulate what we have found in relation to our purpose.

### **Possible Reading Tasks**

#### **TEACHER**

- Review STEAL
- Listen to "Thank You Ma'am" by Langston Hughes
- Model completing STEAL graphic organizer using evidence from text to support (Roger)
- Preview setting of "The Glorious Whitewasher"
- Read "The Glorious Whitewasher" modeling fluency
- Point out use of dialect in "The Glorious Whitewasher"
- Chart Tom Sawyer's internal responses and external behaviors
- Use Inference Graphic Organizer to have students use the text to infer character traits.
- Teach Inference using Inference PowerPoint
- Model providing one example citing evidence from the text and explain how this one component of setting has changed the plot of the text:  
Milkweed "How has the city of Warsaw changed since the war started?"

### **GUIDED PRACTICE**

- In partners, complete STEAL graphic organizer for Mrs. Jones using evidence to support
- Use Inference Graphic Organizer to chart Ben's (Glorious Whitewasher) information they infer from text
- While listening to A Christmas Carol scene 3 students will note textual evidence answering the question "Why is Scrooge the way he is?"

### **INDEPENDENT PRACTICE**

- Students find different characterization evidence in independent reading books
- Use Inference Graphic Organizer to chart main character's internal responses and external behaviors from independent reading book.
- Students will complete A Christmas Carol Inference questions while watching different video clips
- Exit Ticket after Scene 3: why does Scrooge have the type of internal responses and external behaviors that he exhibits?
- Record the components of plot development for a self-selected book
- Use "At the Quarry" and have students write down three generalizations to answer the question "What kind of person is Aaron?" Use sentence starter "He is the kind of person who..."

### **OTHER**

#### **Materials / Recommended Titles**

#### **MATERIALS**

- STEAL Graphic Organizers
- Inference Graphic Organizer
- Inference PowerPoint
- A Christmas Carol Inference Questions
- YouTube Video Clips
  - A Christmas Carol 1999- The Ghost of Christmas Past- His Regret (6:22)
  - Muppet Christmas Carol- When Love is Gone (5:31)
- Scrooge Exit Ticket after scene 3

#### **RECOMMENDED TITLES**

- "Thank You Ma'am" by Langston Hughes page 29
- "The Glorious Whitewasher" by Mark Twain
- A Christmas Carol by Charles Dickens
  - Scene 3
- Milkweed
  - Chapters 31-34
- "Zebra" by Chaim Potok page 46

#### **Possible Writing Tasks**

- CC.1.4.7.B: Thank You Ma'am Informative Prompt Thesis Practice: An African proverb says, "It takes two parents to produce a child, but it takes an entire village to raise the child." What values do you associate with community spirit?
- CC1.4.7.B: Argumentative/Opinion Prompt: Do you think Roger will steal again? Why or why not?
- CC.1.4.7.O & P: Narrative Prompt: In this story, Roger is willing to go to extreme lengths to get blue suede shoes. Write a narrative using an alternate way Roger could have tried to get the shoes.
- CC.1.4.7.D: Informative Prompt Planning: Write a short essay comparing Mrs. Jones with someone you know personally, such as a family member, a teacher, or a religious leader.
- CC.1.4.7.O: Dialogue Practice: Imagine that Roger and Mrs. Jones meet ten years after this story. Write a conversation they might have.
- CC1.4.7.V: Short Research Project: Research the history of Harlem

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| <ul style="list-style-type: none"><li>• “At the Quarry” for generalizations</li><li>• “Wooden Boy” for generalizations</li></ul> | <ul style="list-style-type: none"><li>• CC.1.4.7.S: “Thank You Ma’am” TDA: Would “Thank You Ma’am’s” central idea of kindness be different if Mrs. Jones had punished Roger for stealing her purse? Use evidence.</li></ul> |
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## **Reading Literature- Key Ideas and Details, Literary Elements**

This standard supports students in demonstrating an understanding of key ideas and details in literature.

### **MP #2-4**

### **CC.1.3.7.C- Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.**

#### **Objectives**

- Students will analyze how particular elements of a story interact.
- Students will analyze how particular elements of a drama interact.
- Students will analyze how particular elements of a poem interact.
- Students will analyze how the setting shapes the characters.
- Students will analyze how the setting shapes the plot.

#### **Guiding Question and Prompts**

- Which story elements matter most?
- Which elements affect others most?
- How does each element affect the others?
- Analyze how two story elements interact. How does the setting shape the characters? How does the setting shape the plot? How does a character shape the plot? How does the theme develop out of the character's experiences or actions?

#### **Possible Reading Tasks**

##### **TEACHER**

- Use "Amigo Brothers" to discuss setting
- Review key components of setting: time, place, environment
- Discuss with students to think about how the theme of the story would be different if the setting was different. Model a think aloud with one example.
- Model completing the setting of "Amigo Brothers" Do a Think Aloud on how the setting affected a character in the story using setting and character graphic organizers
- Model completing Setting/Characterization Graphic Organizer using a past literary piece
- Read aloud Milkweed chapters 23-26
- Discuss a personal item that would be hard to sacrifice
- Read Milkweed chapters 31-34
- Read Milkweed chapters 39-43
- Review components of plot development
- Model completing exposition and conflict for Milkweed

##### **GUIDED PRACTICE**

- Listen to "Amigo Brothers" and complete setting graphic organizer
- In small groups, discuss how the theme of the story would be different if the setting was different. Use graphic organizers for guidance.
- Complete Theme Graphic Organizer for "Zebra"
- Complete Setting Graphic Organizer for "Zebra"

- Listen to A Christmas Carol prologue and scene 1 and complete setting graphic organizer based on reading
- After listening to A Christmas Carol mentor text pages 87-93 complete setting graphic organizer
- Complete Milkweed Setting/Characterization Graphic Organizer to answer question “How does the setting in Milkweed affect the characters?”
- Using a graphic organizer answer the question on how setting has affected the plot in the story.

### **INDEPENDENT PRACTICE**

- Identify setting and gather supporting evidence in independent reading book
- Listen to A Christmas Carol scene 5 and complete setting graphic organizer
- Watch Carol videos and complete open ended questions
- Complete a Setting/Characterization Graphic Organizer for independent reading book
- Complete Contrast response using independent read book

### **OTHER**

#### **Materials / Recommended Titles**

#### **MATERIALS**

- Setting Graphic Organizer
- Theme Graphic Organizer
- Characters Graphic Organizers
- Open Ended Questions
- YouTube Videos
  - A Christmas Carol: A Musical (2:02)
  - A Christmas Carol (1984) part 7 (12:21)
- Setting/Characterization Graphic Organizer
- Milkweed Plot Development Graphic Organizer

#### **RECOMMENDED TITLES**

#### **Short Story**

- “Amigo Brothers” by Piri Thomas page 361
- “Seventh Grade” by Gary Soto page 20
- “Thank You Ma’m by Langston Hughes page 29
- True Story of the Three Little Pigs

#### **Drama**

- A Christmas Carol Charles Dickens
  - Prologue and Scene 1
  - Scene 5

#### **Possible Writing Tasks**

- CC.1.4.7.J: Opinion Prompt: Suppose that you have to compete against a good friend in order to win something you really want. Maybe you and your friend are competing on opposing teams for a championship trophy or are running against each other in a class election. What would it be like to be your friend’s rival?
- CC.1.4.7.S: Amigo Brothers TDA: Did the ending of “Amigo Brothers” surprise you? Why or Why not? Use evidence to support your opinion.
- CC.1.4.7.D: Amigo Brothers Informative Prompt: How would you compare your ideas about friendship and competition with those expressed in this story?
- CC.1.4.7.C: Informative Profile: Using details from the story, write a profile of either Antonio or Felix for a boxing magazine.
- CC.1.4.7.H & I: Editorial: Write an editorial in favor of or against boxing. Support your opinion with details from the story.
- CC.1.4.7.V & W: Short Research Project: Research the conditioning programs that boxers must follow to prepare for their bouts. Then present your findings to the rest of the class.
- CC.1.4.7.S: TDA: How does the setting affect the theme in your book? Cite evidence to support.

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| <p><b>Novel</b></p> <ul style="list-style-type: none"> <li>• <u>A Christmas Carol</u> by Charles Dickens <ul style="list-style-type: none"> <li>○ Page 87-93</li> </ul> </li> <li>• <u>Milkweed</u> by Jerry Spinelli <ul style="list-style-type: none"> <li>▪ Chapters 23-26</li> <li>▪ Chapters 31-34</li> <li>▪ Chapters 39-43</li> </ul> </li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• “Stopping by the Woods on a Snowy Evening” Robert Frost</li> <li>• “The Frost”</li> <li>• “The Iditarod”</li> <li>• “Dog Musher’s Legacy”</li> </ul> | <ul style="list-style-type: none"> <li>• CC.1.4.7.S: <u>Carol</u> TDA: How does Charles Dickens use the setting of <u>A Christmas Carol</u> to affect the mood of the story? Please give at least two examples from the story to support your answer. Be sure to explain each example.</li> <li>• CC.1.4.7.O: <u>Carol</u> Dialogue: Compose a dialogue between Scrooge and another character of your choice discussing the choices they have made and the lessons they have learned from making those choices.</li> <li>• CC.1.4.7.C: <u>Milkweed</u> Informative Prompt: Describe a personal item that you could not sacrifice.</li> <li>• CC.1.4.7.D: Independent Book Response: How does life in your historical fiction novel contrast to your life today?</li> <li>• CC.1.4.7.N: <u>Milkweed</u> Narrative Prompt: Write from a character’s point of view about their experience living in the ghetto.</li> </ul> |
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## Reading Literature- Craft and Structure, Point of View

This standard supports students in demonstrating an understanding of craft and structure in literature.

**MP #2,3**

### **CC.1.3.7.D- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**

#### **Objectives**

- Students will analyze how an author develops the points of view of different characters or narrators in a text.
- Students will analyze how an author contrasts the points of view of different characters or narrators in a text.

#### **Guiding Question and Prompts**

- Who is telling the story or speaking in this poem, play, or story?
- Why does the author tell the story from these different characters' perspectives?
- What techniques does the author use to develop and distinguish between the different characters' or narrators' points of view?
- What different points of view are we privy to in this piece?
- How are different points of view developed (as though word choice, description, dialogue, reflection, author commentary, illustrations)? Cite examples.
- How are they contrasted?
- What big ideas do you think the author thought was important and wanted us to consider?
- How did the different points of view help lead to this consideration?

#### **Possible Reading Tasks**

##### **TEACHER**

- Teach characterization using STEAL process
- Listen to "Zebra" by Chaim Potok
- Model answering question: "Why would Zebra give the man this advice?" What is it about Zebra's character that makes him stop and give the man advice?
- Model completing Direct Characterization Graphic Organizer using "Zebra" page 55
- Model completing STEAL for Zebra from "Zebra"
- Use Mood PowerPoint to discuss mood
- Read aloud from mentor text A Christmas Carol pages 18-19
- Show historical clips on the Warsaw Ghetto

- Model one comparison and one contrast of Misha’s and Janina’s response or reaction to living in the ghetto using a Top Hat Graphic Organizer

### **GUIDED PRACTICE**

- In partners, complete Characterization Example
- In groups, answer “Zebra” question: “Why do you think the man winces?”
- Complete Characterization Graphic Organizer for “Zebra”
- Work on Direct Characterization Graphic Organizer
- After listening to A Christmas Carol prologue and scene 1 complete Point of View Graphic Organizer in group
- After listening to mentor text A Christmas Carol pages 18-19 complete “description of book” and “mood” portion of Marley Graphic Organizer
- Listen to A Christmas Carol scene 6 and complete the point of view graphic organizer that was started in an earlier scene

### **INDEPENDENT PRACTICE**

- Students find different characterization evidence in independent reading books
- Listen to A Christmas Carol scene 2 and complete “description-play” and “mood” portion of Marley Graphic Organizer
- Watch YouTube Carol videos and complete the Marley Graphic Organizer
- Watch YouTube Carol videos and complete Scrooge Point of View Question
- Students complete opinion prompt about Janina’s reaction to living in the ghetto.

### **OTHER**

#### **Materials / Recommended Titles**

#### **MATERIALS**

- STEAL Anchor Chart
- Characterization Example
- Characterization Graphic Organizer
- Direct Characterization Graphic Organizer
- Point of View Graphic Organizer
- Mood PowerPoint
- Marley Graphic Organizer
- YouTube Carol Videos
  - 1984
  - 1999
  - Muppets
- YouTube Carol Videos
  - Disney’s a Christmas Carol The Prize Turkey (1:02)
  - A Christmas Carol (1984) part 9/end (5:19)

#### **Possible Writing Tasks**

- CC.1.4.7.C: “Zebra” Informative Prompt: Describe both characters so far.
- CC.1.4.7.V: Zebra Short Research Project: Research a Vietnam War topic.
- CC.1.4.7.S: “Zebra” TDA: How does Zebra’s accident affect his character? He does he change throughout the story? Use evidence.
- CC.1.4.7.D & S: Graphic Organizer Planning OR TDA: Consider the main character in “Zebra” and the boy in the poem “The Rider”. How are they alike and how do they differ? Use evidence.
- CC.1.4.7.C: “Zebra Informative Prompt: In this story, John Wilson visits the Vietnam Memorial in Washington, D.C., as a way of healing. What are some other ways in which a person might attempt to

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| <ul style="list-style-type: none"> <li>○ Muppet Christmas Carol-Thankful Heart (3:02)</li> <li>• Warsaw Ghetto Video             <ul style="list-style-type: none"> <li>○ <a href="http://www.yadvashem.org/yv/en/education/video/hevt_warsaw.asp">http://www.yadvashem.org/yv/en/education/video/hevt_warsaw.asp</a></li> </ul> </li> <li>• Top Hat Graphic Organizer</li> </ul> <p><b><u>RECOMMENDED TITLES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Short Story</b> <ul style="list-style-type: none"> <li>○ “Thank You M’am” Langston Hughes</li> <li>○ “The Kid” Jacob Riis</li> <li>○ “Zebra” Chaim Potok</li> </ul> </li> <li>• <b>Picture Book</b> <ul style="list-style-type: none"> <li>○ <i>Rose Blanche</i> by Roberto Innocenti</li> <li>○ <i>Talkin’ About Bessie</i> by Nikki Grimes</li> </ul> </li> <li>• <b>Poem</b> <ul style="list-style-type: none"> <li>○ “Mosquito” J. Patrick Lewis</li> <li>○ “Ten Years Old” Nikki Giovanni</li> <li>○ “Me up at Does” E.E. Cummings</li> <li>○ “A Removal from Terry Street” Douglas Dunn</li> <li>○ “The Rider” Naomi Shihab Nye</li> </ul> </li> <li>• <b>Drama</b> <ul style="list-style-type: none"> <li>○ <u>A Christmas Carol</u> By Charles Dickens                     <ul style="list-style-type: none"> <li>▪ Prologue and Scene 1</li> <li>▪ Scene 2</li> <li>▪ Scene 6</li> </ul> </li> </ul> </li> <li>• <b>Novel</b> <ul style="list-style-type: none"> <li>○ <u>A Christmas Carol</u> by Charles Dickens (Mentor Text)</li> <li>○ <u>Milkweed</u> by Jerry Spinelli                     <ul style="list-style-type: none"> <li>▪ Chapters 27-30</li> </ul> </li> </ul> </li> </ul> | <p>heal emotional wounds?</p> <ul style="list-style-type: none"> <li>• CC.1.4.7.N: Letter: Imagining that you are Zebra, write a letter to John Wilson. You may want to write a response to the letter in the story, or you may want to write a letter in which Zebra shares his thoughts about what he learned in the art class.</li> <li>• CC.1.4.7.O &amp; P: Zebra Narrative Prompt: Write a short narrative about what your life would be like if you suddenly couldn’t do them anymore because of a serious injury or illness. Discuss what new activity you might take up to replace the ones you could no longer engage in.</li> <li>• CC.1.4.7.S: “Zebra” TDA: How is Mr. Wilson beginning to influence Zebra’s interests? Use evidence.</li> <li>• CC.1.4.7.S: “Zebra” TDA: How has your point of view if Zebra changed since the beginning of the story? Describe three things about Zebra’s character that has changed using evidence from the story.</li> <li>• CC.1.4.7.S: “Carol” TDA: Ebenezer Scrooge is introduced at the beginning of <u>A Christmas Carol</u> and readers can tell immediately his point of view towards Christmas. Identify Scrooge’s point of view and support it by using at least 2 specific examples from the play.</li> <li>• CC.1.4.7.J: “Carol” Opinion Prompt: Has your point of view of Scrooge changed or stayed the same since the beginning of <u>A Christmas Carol</u>? Support the response with at least three explanations.</li> <li>• CC.1.4.7.S: “Carol” TDA: Scrooge’s point of view towards several things changes throughout <u>A Christmas Carol</u>. Please explain one of these changes and give at least two examples that support</li> </ul> |
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|  | <p>the change in point of view.</p> <ul style="list-style-type: none"> <li>• CC.1.4.7.D: “Carol” Informative Prompt: Write an organized three paragraphs using transitions to compare and contrast the play to the audio version of <u>A Christmas Carol</u>.</li> <li>• CC.1.4.7.X: <u>Carol</u> Creative Writing: Write a new will for Scrooge explaining how he will share his wealth since his change of heart.</li> <li>• CC.1.4.7.J: <u>Milkweed</u> Opinion Prompt: Why is Janina having such a hard time living in the ghetto?</li> <li>• CC.1.4.7.S: <u>Milkweed</u> TDA: Describe the relationship between Janina and Misha. Cite evidence to support your answer.</li> </ul> |
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## **Reading Literature- Craft and Structure, Text Structure**

This standard supports students in demonstrating an understanding of craft and structure in literature.

**MP #2,3**

### **CC.1.3.7.E- Analyze how the structure or form of a text contributes to its meaning.**

#### **Objectives**

- Students will analyze how a drama's form or structure such as a soliloquy contributes to its meaning.
- Students will analyze how a poem's form or structure such as a sonnet contributes to its meaning.

#### **Guiding Question and Prompts**

- Which form or structure does the author use in this play or poem?
- How does the author's use of this specific form or structure contribute to the meaning of the poem or play?
- What is the drama about? Let's talk through the structure.
- How does this particular scene fit into the structure?
- What is this poem about? What overall idea, feeling, theme, or message comes to mind?
- What is the form? What do we know about this form? Why do you think the poet chose it?
- Let's talk through the structure. What stands out about how the poem looks? How is it set up? How is the content organized?
- Are there stanzas? What is the role of each? Why do you think the author divided the content in this way?
- How is space used? How are line breaks used?
- How is sound used? Is there a rhyme scheme? What is the pattern? What do the lines sound like in terms of meter and rhythm? What impact do the elements of sounds have on meaning?

#### **Possible Reading Tasks**

##### **TEACHER**

- Read a poem for pleasure to model fluent and accurate reading.
- Explain poems are read three times: first for pleasure, second for meaning, and third for greater understanding and insight
- Teacher models, thinks aloud and records items noticed about the poem
- Model how a poem's structure, especially stanzas contribute to its meaning
- Using "Dog Musher's Legacy" model/analyze how the first two stanzas contribute to the poem's meaning

##### **GUIDED PRACTICE**

- Read a poem for pleasure to practice fluency and accuracy

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <ul style="list-style-type: none"> <li>• In partners, read a poem for the second time and record any determinations about the poems form and structure</li> <li>• Using “Dog Musher’s Legacy” students will determine how remaining stanzas contribute to the central idea of poem</li> <li>• <u>A Christmas Carol</u> activities</li> </ul> <p><b><u>INDEPENDENT PRACTICE</u></b></p> <ul style="list-style-type: none"> <li>• Use “The Wondering Aengus” to complete the poetry graphic organizer</li> </ul> <p><b><u>OTHER</u></b></p>                                                                                                                                                                                           |                                      |
| <p><b>Materials / Recommended Titles</b></p> <p><b><u>MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• “Comparing the Form and Structure of Two Texts: Some Starter Recommendations” List Resource</li> <li>• Poetry Graphic Organizer</li> </ul> <p><b><u>RECOMMENDED TITLES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Drama</b> <ul style="list-style-type: none"> <li>○ <u>A Christmas Carol</u> Charles Dickens</li> </ul> </li> <li>• <b>Poems</b> <ul style="list-style-type: none"> <li>○ “The Frost”</li> <li>○ “Stopping by Woods on a Snowy Evening”</li> <li>○ “Dog Musher’s Legacy”</li> <li>○ “The Wondering Aengus”</li> <li>○ Any Free Form Non-traditional poems</li> </ul> </li> </ul> | <p><b>Possible Writing Tasks</b></p> |

## **Reading Literature- Integration of Knowledge and Ideas, Sources of Information**

This standard supports students in demonstrating an understanding of connections within, between, and/or among texts.

### **MP #2**

**CC.1.3.7.G- 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).**

#### **Objectives**

- Students will compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
- Students will analyze effects of techniques unique to each medium such as lighting, sound, color, camera focus, and camera angles.

#### **Guiding Question and Prompts**

- How does the written story differ from the performed/produced version?
- How do the different techniques in various media affect the meaning and experience of the story, drama, or poem?
- What similarities and differences do we note when comparing a written text with its audio/filmed/video/ multimedia version?
- Describe the plot. What do we learn about the characters/speaker in key sections? How do elements unique to the medium shape our perceptions?
- What do we learn about the settings? How do elements unique to the medium shape our perceptions?
- Describe how you felt at a certain point. How did the author/reader/filmmaker/director achieve this?
- What insights did you gain from this version that you did not gain from the other? What was it about the techniques that made this possible?

#### **Possible Reading Tasks**

##### **TEACHER**

- Discuss the Multimedia Technique Reference and Vocabulary Sheet
- Discuss the difference between novels, plays, and movies
- Listen to A Christmas Carol scene 4 and discuss stage directions

##### **GUIDED PRACTICE**

- Watch video clips and complete the compare contrast graphic organizer

##### **INDEPENDENT PRACTICE**

- Answer Prompt

##### **OTHER**

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| <p><b>Materials / Recommended Titles</b></p> <p><b><u>MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• “Some Example Works for Evaluation” List of Possible Resources</li> <li>• Multimedia Technique Reference and Vocabulary Sheet</li> <li>• Compare and Contrast Graphic Organizer</li> <li>• YouTube Videos <ul style="list-style-type: none"> <li>○ A Warning from the Ghost of Christmas.wmv (1:15)</li> <li>○ Jim Carrey Spirit of Christmas Present (2:12)</li> </ul> </li> <li>• Reading Common Core Book page 162 Resource page</li> <li>• Reading Common Core Book page 164 Compare Contrast Graphic Organizer</li> </ul> <p><b><u>RECOMMENDED TITLES</u></b></p> <ul style="list-style-type: none"> <li>• <u>A Christmas Carol</u> by Charles Dickens</li> </ul> | <p><b>Possible Writing Tasks</b></p> <ul style="list-style-type: none"> <li>• CC.1.4.7.H: <u>Carol</u> Opinion Prompt OR TDA: Are the movies more alike or more different? Do the movie versions enhance or detract from your understanding of the play?</li> </ul> |
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## Reading Literature- Integration of Knowledge and Ideas

This standard supports students in demonstrating an understanding of connections within, between, and/or among texts.

### **MP #4**

**CC.1.3.7.H- 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.**

#### **Objectives**

- Students will compare and contrast a fictional portrayal of time and a historical account of the same period to understand how an author of fiction uses or alters history.
- Students will compare and contrast a fictional portrayal of a place and a historical account of the same period to understand how an author of fiction uses or alters history.
- Students will compare and contrast a fictional portrayal of a character and a historical account of the same period to understand how an author of fiction uses or alters history.

#### **Guiding Question and Prompts**

- What historical time, place, or character does this fiction or firsthand account cover?
- How is the fictional treatment similar to and different from the nonfiction treatment?
- What time period (or place, or character) are we examining in these texts?
- Summarize what each account portrays about this time period (or place, or character). Focus on characters/people, setting, plot/key events, point of view, key words and phrases, and/or organization. How is the content of the texts similar and different?
- How did the fictional portrayal use or alter history?

#### **Possible Reading Tasks**

##### **TEACHER**

- Using Holocaust PowerPoint introduce students to Milkweed time period
- Review central idea
- Model completing central idea graphic organizer and completing a central idea statement
- Review components of setting focusing on how setting in a historical fictional story alters or is similar to that historical time period
- Discuss Milkweed setting graphic organizer
- Address how the author develops characters in relation to the historical time period and how that historical time period affects them.
- Pose the Question: "How much of this story do you feel is accurate?"
- Discuss if the author (Jerry Spinelli) accurately portrayed the time period in Milkweed or any other historical fiction novel. Citing evidence is possible.

##### **GUIDED PRACTICE**

- Discuss the name response prompt
- Read leveled articles about the Holocaust and complete the central idea graphic organizer and central idea statement
- Read a self-selected historical fiction book

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| <ul style="list-style-type: none"> <li>• While reading <u>Milkweed</u> chapters 1-5 work on completing setting graphic organizer</li> <li>• <u>Milkweed</u> discussion questions</li> <li>• Read <u>Milkweed</u> chapters 6-9 completing characterization graphic organizer</li> <li>• Read <u>Milkweed</u> chapters 10-12 completing setting graphic organizer</li> <li>• Read <u>Milkweed</u> chapters 13-16 and discuss</li> <li>• Read <u>Milkweed</u> chapters 44-45</li> </ul> <p><b><u>INDEPENDENT PRACTICE</u></b></p> <ul style="list-style-type: none"> <li>• Read independent read book of historical fiction genre</li> <li>• Compare and contrast the setting of independent reading book to <u>Milkweed</u></li> <li>• Read <u>Milkweed</u> chapters 17-19 and complete TDA</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Materials / Recommended Titles</b></p> <p><b><u>MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>• Central Idea Graphic Organizer</li> <li>• Leveled Holocaust Articles</li> <li>• Setting Graphic Organizer</li> <li>• Characterization Graphic Organizer</li> <li>• PowerPoint with photos from Holocaust time period</li> <li>• Irena Sandler Video Clips- YouTube</li> </ul> <p><b><u>RECOMMENDED TITLES</u></b></p> <ul style="list-style-type: none"> <li>• <b>Graphic and Novel and Biographical Account</b> <ul style="list-style-type: none"> <li>○ <i>Bessie Coleman: Daring Stunt Pilot</i> by Trina Robbins</li> <li>○ “Bessie Coleman” Atlanta Historical Museum (<a href="http://www.bessiecoleman.com/default.html">www.bessiecoleman.com/default.html</a>)</li> </ul> </li> <li>• <b>Picture Book and personal Testimony</b> <ul style="list-style-type: none"> <li>○ <i>In My Pocket</i> by Dorrieth M. Sim</li> <li>○ “Dorrieth M. Sim Testimony” (<a href="http://www.gatheringthevoices.com/index.php/testimonies">www.gatheringthevoices.com/index.php/testimonies</a>)</li> </ul> </li> <li>• <b>Novel</b> <ul style="list-style-type: none"> <li>○ <u>Milkweed</u> by Jerry Spinelli <ul style="list-style-type: none"> <li>▪ Chapters 1-19</li> <li>▪ Chapters 44-45</li> </ul> </li> </ul> </li> </ul> | <p><b>Possible Writing Tasks</b></p> <ul style="list-style-type: none"> <li>• CC.1.4.7.D: <u>Milkweed</u> Informative Prompt: Think about your name. Did you grow into your name? What is the significance of your name in your life? What does your name say about you?</li> <li>• CC.1.4.7.H: <u>Milkweed</u> Opinion Prompt: How are the jackboots portrayed by the author? Why do you think the author portrays them in this manner?</li> <li>• CC.1.4.7.S: <u>Milkweed</u> TDA: Does Jerry Spinelli accurately portray life in the ghetto?</li> <li>• CC.1.4.7.S: <u>Milkweed</u> TDA: Foreshadowing TDA about quote on page 59.</li> </ul> |

### **Reading Literature- Range of Reading**

This standard supports students in demonstrating the ability to read and comprehend literature on grade-level.

#### **MP #1-4**

**CC.1.3.7.K- Read and comprehend literary fiction on grade level, reading independently and proficiently.**

#### **Objectives**

- Students will independently read and comprehend fictional literature on my grade-level.

#### **Guiding Question and Prompts**

- How complex is this text?
- How much more complex is this text?
- What sort of support, if any, would help?

#### **Possible Reading Tasks**

##### **TEACHER**

##### **GUIDED PRACTICE**

##### **INDEPENDENT PRACTICE**

- Book Logs

##### **OTHER**

#### **Materials / Recommended Titles**

#### **Possible Writing Tasks**

### **Writing-Informative / Explanatory**

This standard supports students in demonstrating the ability to write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**MP #1-4**

**CC.1.4.7.A- Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**

#### **Objectives**

- Students will write an informative / explanatory text.

#### **Guiding Question and Prompts**

- What is the topic- and your purpose?
- What information and details should you include?
- How should you organize the contents so they convey the full sense of this topic?

#### **Possible Writing Tasks**

- TDAs

#### **Materials / Recommended Titles**

##### **MATERIALS**

##### **RECOMMENDED TITLES**

- "Titanic" Robert Ballard

#### **Teaching Note**

- Five paragraph essay structure with thesis, leads, and transitions

| <b><u>Writing-Opinion / Argumentative</u></b>                                                                                                                 |                                                                                                                                                                                                                                                                                                                                             |
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| This standard supports students in demonstrating the ability to write arguments to support claims with clear reasons and relevant evidence.<br><b>MP #1-4</b> |                                                                                                                                                                                                                                                                                                                                             |
| <b>CC.1.4.7.G- Write arguments to support claims.</b>                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |
| <b>Objectives</b> <ul style="list-style-type: none"> <li>Students will write an opinion / argumentative text.</li> </ul>                                      | <b>Guiding Question and Prompts</b> <ul style="list-style-type: none"> <li>What do you claim, why, and how is your claim distinct from all others about this subject?</li> <li>What other perspectives- alternative, conflicting- should you be considering?</li> <li>How does your conclusion follow from all that precedes it?</li> </ul> |
| <b>Possible Writing Tasks</b> <ul style="list-style-type: none"> <li>Use various prompts to write argumentative essays</li> </ul>                             |                                                                                                                                                                                                                                                                                                                                             |
| <b>Materials / Recommended Titles</b><br><b><u>MATERIALS</u></b><br><b><u>RECOMMENDED TITLES</u></b>                                                          | <b>Teaching Note</b> <ul style="list-style-type: none"> <li>Counterargument</li> <li>Fluff Prompts</li> </ul>                                                                                                                                                                                                                               |

## Writing-Narratives

This standard supports students in demonstrating the ability to write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**MP #1-4**

**CC.1.4.7.M- Write narratives to develop real or imagined experiences or events.**

### **Objectives**

- Students will write a narrative text.

### **Guiding Question and Prompts**

- What are you telling here- a real or imagined even- and from whose point of view?
- What happened- and why are you telling this story about it?
- How have you used language to better capture the action and convey the experiences or events described?

### **Possible Writing Tasks**

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### **Materials / Recommended Titles**

#### **MATERIALS**

#### **RECOMMENDED TITLES**

### **Teaching Note**

- Dialogue
- Sensory Details- “Show Don’t Tell”
- Lead
- Beginning, Middle, End
- Character Development
- Problem
- Conclusion

### **Writing-Response to Literature**

This standard supports students in demonstrating the ability to draw evidence from literary or informational texts to support analysis, reflection, and/or research.

#### **MP #1-4**

**CC.1.4.7.S- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.**

#### **Objectives**

- Students will write for an intended audience.
- Students will state an opinion, topic, or establish a situation in text dependent analysis writing.
- Students will create an organizational structure in which ideas are logically grouped to support a purpose.
- Students will develop an analysis using relevant evidence from the text to support claims, opinions, ideas, and inferences.
- Students will use appropriate transitions to create cohesion and create relationships between concepts and ideas.
- Students will use precise language and domain-specific vocabulary in my writing.
- Students will write in and maintain a formal style.
- Students will write a concluding section that supports my analysis.

#### **Guiding Question and Prompts**

- What is the topic or text you are writing about- and what is your claim?
- What evidence can you find in the literary or informational text(s) to support your claim(s)?
- How does this evidence support your analysis, reflection, or findings?

#### **Possible Writing Tasks**

- TDAs

#### **Materials / Recommended Titles**

##### **MATERIALS**

##### **RECOMMENDED TITLES**

- "Titanic" Robert Ballard

#### **Teaching Note**

### **Writing-Production and Distribution of Writing, Writing Process**

This standard supports students in demonstrating the ability to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**MP #1-4**

**CC.1.4.7.T- 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.**

#### **Objectives**

- Students will strengthen writing by planning.
- Students will strengthen writing by revising.
- Students will strengthen writing by editing.
- Students will strengthen writing by rewriting.
- Students will strengthen writing by trying a new approach.
- Students will focus on addressing a purpose and audience in their writing.

#### **Guiding Question and Prompts**

- What sort of guidance or support do students need- and can who best provide it?
- How would it improve your paper to choose a different structure, format, or medium- or shift the emphasis to a different aspect of your topic?
- How well have the writer's purpose and audience's needs been addressed?

#### **Possible Writing Tasks**

- This standard should be addressed with all writing tasks.

#### **Materials / Recommended Titles**

##### **MATERIALS**

- Common Core Writing Book pages 179-200

##### **RECOMMENDED TITLES**

#### **Teaching Note**

## **Writing-Technology and Publication**

This standard supports students in demonstrating the ability to use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**MP #1-4**

**CC.1.4.7.U- 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.**

### **Objectives**

- Students will use technology to produce and publish writing.

### **Guiding Question and Prompts**

- What tools or technologies offer the greatest means of creating and working with others on this writing project?
- What opportunities should we consider for publishing writing to a larger audience?
- What sources should include links and be cited?

### **Possible Writing Tasks**

- This standard should be addressed with all writing tasks.
- Typing Final Copies

### **Materials / Recommended Titles**

#### **MATERIALS**

- Common Core Writing Book pages 201-215

#### **RECOMMENDED TITLES**

### **Teaching Note**

- Social Studies and Science departments cover standard while addressing Noodle tools.

| <b><u>Writing-Range of Writing</u></b>                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This standard supports students in demonstrating the ability to write routinely.</p> <p><b>MP #1-4</b></p>                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>CC.1.4.7.X- 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.</b></p>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>Students will write routinely over extended time frames.</li> <li>Students will write routinely over shorter time frames.</li> <li>Students will write for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> | <p><b>Guiding Question and Prompts</b></p> <ul style="list-style-type: none"> <li>What is the subject, purpose, occasion, and audience for your writing?</li> <li>What questions should you ask or techniques should you use when writing this type of text or about this topic?</li> <li>What conventions or other ideas should you keep in mind when writing this sort of discipline-specific tasks?</li> </ul> |
| <p><b>Possible Writing Tasks</b></p> <ul style="list-style-type: none"> <li>This standard should be addressed with all writing tasks.</li> </ul>                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Materials / Recommended Titles</b></p> <p><b><u>MATERIALS</u></b></p> <ul style="list-style-type: none"> <li>Common Core Writing Book pages 259-263</li> </ul> <p><b><u>RECOMMENDED TITLES</u></b></p>                                                                                         | <p><b>Teaching Note</b></p>                                                                                                                                                                                                                                                                                                                                                                                       |

## **Speaking and Listening-Comprehension and Collaboration, Critical Listening**

This standard supports students in demonstrating the ability to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**MP #3,4**

**CC.1.5.7.B- Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**

### **Objectives**

- Students will delineate a speaker's argument and specific claims.
- Students will evaluate the soundness of the reasoning for an argument.
- Students will evaluate the relevance and sufficiency of the evidence for an argument.

### **Guiding Question and Prompts**

- How would you characterize the relationship between the speaker's argument and specific claims?
- How would you judge the soundness of the speaker's reasoning?
- What evidence did the speaker offer in support of the claims- and was it both sufficient and relevant in light of the topic and purpose?

### **Possible Tasks**

#### **TEACHER**

- Introduce students to the different purposes common to presenters of the sort you are having them watch or create: to persuade, to entertain, to inform.
- Clarify for students what it means to interpret another's text in whatever form or media; this means explaining to them such ideas as denotative and connotative meaning since one can interpret ideas or information at the denotative or literal level and miss entirely the deeper, connotative level of the text.

#### **GUIDED PRACTICE**

- Play a recorded presentation twice, the first time to get the gist and the second time, now that they know what to look and listen for, to take notes as they watch.
- Have students paraphrase the different texts they hear, view, or read, working in groups to discuss what others think these texts say and resolving discrepancies as they arise through discussion.

#### **INDEPENDENT PRACTICE**

#### **OTHER**

### **Materials / Recommended Titles**

#### **MATERIALS**

#### **RECOMMENDED TITLES**

### **Teaching Notes**

## **Speaking and Listening-Comprehension and Collaboration, Evaluating Information**

This standard supports students in demonstrating the ability to integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**MP #3,4**

**CC.1.5.7.C- Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**

### **Objectives**

### **Guiding Question and Prompts**

- What are the topic, main ideas, and supporting details of the presentation?
- What is the relationship between and contribution of these main ideas and supporting details?
- How do the ideas included in the presentations clarify the topic, text, or idea?

### **Possible Tasks**

#### **TEACHER**

- Make connections with different speeches
- Teach or extend students' existing knowledge of the concept of point of view as it relates to evaluating a speaker.
- Evaluate the speaker's point of view using the acronym SOAPS: subject, occasion, audience, purpose, and speaker
- Clarify what "reasoning" means and how it applies by providing examples of sound and unsound reasoning.
- Show students how to identify commonly used propaganda techniques: bandwagon, name-calling, transfer, emotional appeals, loaded words, stereotypes.
- Make connections between spoken forms and print propaganda

#### **GUIDED PRACTICE**

- Have students generate additional questions they can use to evaluate a speaker's point of view, including questions related to ethics, commitment, motive, originality, implications, and credibility.
- Give students a printed copy of the speaker's text if possible, asking them to underline and label the speaker's argument and claims, as well as evidence and reasons.

#### **INDEPENDENT PRACTICE**

- Have students code the speaker's argument- whether they are listening to or reading it- by creating some system that identifies what works and what does not and what is effective and what is not; this might mean creating a rating system or a set of codes such as + for strong.

#### **OTHER**

| Materials / Recommended Titles                                                                                                                                                                                                                                                                                                                                                                                            | Teaching Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p data-bbox="178 235 346 267"><b><u>MATERIALS</u></b></p> <ul data-bbox="178 274 714 381" style="list-style-type: none"><li data-bbox="178 274 577 306">• WWII Propaganda Examples</li><li data-bbox="178 313 651 345">• Presidential Inauguration Speeches</li><li data-bbox="178 352 714 381">• Presidential State of the Union Speeches</li></ul> <p data-bbox="178 388 499 420"><b><u>RECOMMENDED TITLES</u></b></p> |                |

## **Speaking and Listening-Comprehension and Collaboration, Collaborative Discussion**

This standard supports students in demonstrating the ability to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### **MP #1**

**CC.1.5.7.D- 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.**

#### **Objectives**

- Students will effectively engage in a collaborative discussion.
- Students will effectively build on others' ideas during a collaborative discussion.
- Students will express my ideas clearly during a collaborative discussion.

#### **Guiding Question and Prompts**

- What topic, text, or issue is being discussed and what questions can you contribute?
- What rules and roles are central to this discussion or collaboration?
- What do you learn, and how does it require you to change your position or perspective?

#### **Possible Tasks**

##### **TEACHER**

##### **GUIDED PRACTICE**

##### **INDEPENDENT PRACTICE**

- “Zebra” persuasive speech about summer school: Think of a class that you would like to attend in summer school. Present your idea to your classmates as if they were a panel deciding which classes to offer. Be sure to describe the class clearly and tell why you think you and other students would benefit from it.

##### **OTHER**

#### **Materials / Recommended Titles**

##### **MATERIALS**

##### **RECOMMENDED TITLES**

#### **Teaching Notes**

## **Speaking and Listening-Comprehension and Collaboration, Collaborative Discussion**

This standard supports students in demonstrating the ability to present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### **MP #1**

#### **CC.1.5.7.E- Adapt speech to a variety of contexts and tasks.**

##### **Objectives**

- Students will effectively engage in a collaborative discussion.
- Students will effectively build on others' ideas during a collaborative discussion.
- Students will express my ideas clearly during a collaborative discussion.

##### **Guiding Question and Prompts**

- What topic, text, or issue is being discussed and what questions can you contribute?
- What rules and roles are central to this discussion or collaboration?
- What do you learn, and how does it require you to change your position or perspective?

##### **Possible Tasks**

##### **TEACHER**

##### **GUIDED PRACTICE**

##### **INDEPENDENT PRACTICE**

- Murder Mystery Class Activity

##### **OTHER**

##### **Materials / Recommended Titles**

##### **MATERIALS**

- Murder Mystery Resources

##### **RECOMMENDED TITLES**

##### **Teaching Notes**

## **Speaking and Listening-Integration of Knowledge and Ideas, Multimedia**

This standard supports students in demonstrating the ability to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **MP #2**

**CC.1.5.7.F- Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

#### **Objectives**

- Students will include multimedia components and visual displays to clarify and emphasize.

#### **Guiding Question and Prompts**

- What is the subject and purpose of your presentation?
- Which elements and information are most important?
- What multimedia components (e.g., graphics, images, music, or sound) would clarify your ideas?
- Which claims, findings, or salient points should you use multimedia components to clarify or emphasize?

#### **Possible Tasks**

##### **TEACHER**

##### **GUIDED PRACTICE**

##### **INDEPENDENT PRACTICE**

- Students create a “Me Bag” based on one of the characters from a short story read in class; “Me Bag” should be presented.

##### **OTHER**

#### **Materials / Recommended Titles**

##### **MATERIALS**

##### **RECOMMENDED TITLES**

#### **Teaching Notes**

## **Speaking and Listening-Presentation of Knowledge and Ideas, Purpose, Audience, and Task**

This standard supports students in demonstrating the ability to have command of the conventions of Standard English when speaking.

**MP #1-4**

**CC.1.5.7.G- Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.**

### **Objectives**

- Students will speak demonstrating proper conventions of standard English.

### **Guiding Question and Prompts**

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### **Possible Tasks**

#### **TEACHER**

- Model how to properly complete a book talk

#### **GUIDED PRACTICE**

#### **INDEPENDENT PRACTICE**

- Complete a book talk and take notes on peers' books

#### **OTHER**

### **Materials / Recommended Titles**

#### **MATERIALS**

#### **RECOMMENDED TITLES**

### **Teaching Notes**

## Speaking and Listening-Conventions of Standard English

This standard supports students in demonstrating the ability to have command of the conventions of Standard English when speaking.

**MP #1-4**

**CC.1.5.7.G- Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.**

### **Objectives**

- Students will speak demonstrating proper conventions of standard English.

### **Guiding Question and Prompts**

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### **Possible Tasks**

**TEACHER**

**GUIDED PRACTICE**

**INDEPENDENT PRACTICE**

**OTHER**

### **Materials / Recommended Titles**

**MATERIALS**

**RECOMMENDED TITLES**

### **Teaching Notes**

## Language

This standard supports students in demonstrating a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**MP #1-4**

**CC.1.4.7.F & CC.1.4.7.L & CC.1.4.7.R- Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.**

**CC.1.4.7.E & CC.1.4.7.K- Write with an awareness of the stylistic aspects of composition.**

**CC.1.4.7.Q- Write with an awareness of the stylistic aspects of writing.**

### **Objectives**

- Students will demonstrate command of the conventions of standard English grammar and usage.
- Students will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- Students will show knowledge of language and its conventions.

### **Eligible Content**

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize and correct inappropriate shifts in verb tense.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Correctly use frequently confused words (e.g., to, too, two; there, their, they're)
- Ensure subject-verb and pronoun-antecedent agreement.
- Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable, movie.* but NOT *He wore an old [,] green shirt).*
- Spell correctly
- Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.
- Use punctuation to separate items in a series.

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Vary sentence patterns for meaning, reader/listener interest, and style.</li> <li>• Maintain consistency in style and tone.</li> <li>• Choose punctuation for effect.</li> <li>• Choose words and phrases for effect.</li> </ul> |
| <b>Possible Tasks / Materials</b> <ul style="list-style-type: none"> <li>• All Eligible Content <ul style="list-style-type: none"> <li>○ Weekly Skills</li> </ul> </li> <li>• Verb Tense <ul style="list-style-type: none"> <li>○ Verb Tense Shift Worksheets</li> </ul> </li> <li>• Frequently Confused Words <ul style="list-style-type: none"> <li>○ Confused Words Activity Sheet</li> </ul> </li> <li>• Spelling <ul style="list-style-type: none"> <li>○ Use dictionaries</li> <li>○ Commonly misspelled words worksheet</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                          |