

GTPS Curriculum –Advanced English Language Arts-Grade 7

<p>Unit 1 4 weeks</p>	<p>Big Idea: What makes a story unforgettable?</p>
<p>Topic: Plot, Conflict, and Setting</p>	
<p>Standards</p>	
<p>Reading Lit Key Ideas and Details xxRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. xxxRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Integration of Knowledge and Ideas RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>Language Conventions of Standard English xxL.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Speaking and Listening Presentation of Knowledge and Ideas` SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Writing Text Types and Purposes W.7.1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Production and Distribution of Writing W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	

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<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>Range of Writing</p> <p>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Essential Questions/Enduring Understandings **Required Reading</p>	<p>Learning activities/Materials/Assessment</p>
<p><u>Reading:</u></p> <p>Essential Questions</p> <ul style="list-style-type: none"> • **Text Analysis – Plot, Conflict, and Setting • **The Last Dog-Why are pets good companions? • **Thank You, Ma’am- Who sees the best in you? • **Rikki-tikki-tavi- What makes you brave? • **Exploring the Titanic-What can we learn from disasters? <p>Enduring Understandings Great stories are driven by a strong plot and setting with dynamic characters faced with a conflict fueling the action.</p> <p>Academic Vocabulary</p> <ol style="list-style-type: none"> 1. contemporary 2. element 3. identify 4. influence 5. structure 	<p>Learning Activities/Holt Materials: (Unit Resource Manager = RM) Text Analysis- Text Analysis: Note Taking Unit 1, independent outline of terms and info TE pg 29 Adv Learner Activity use “Seventh Grade” or teacher selected text TE pg 33 Adv Learner Activity Plot Diagram</p> <p>The Last Dog- Setting: develop lessons for setting Suspense and Foreshadowing TE pg 52 Adv Learner Activity Compare/Contrast Setting</p> <p>Thank You, Ma’am- Teacher prompted inference Independent read Small group close read, use of discussion questions *used mainly for background in future unit</p> <p>Rikki-tikki-tavi- Teacher selected Adv Learner Activities</p> <p>Exploring the Titanic TE pg 105 Adv Learner Activity Short Research TE pg 113 Adv Learner Activity Analyze Mood</p>

<p><u>Writing:</u></p> <ul style="list-style-type: none">• Administer Grade 7 On-Demand Prompt• Writer’s Notebook: Establish Writing Territories• <i>The Last Dog</i>: TE pg 56 Adv Learner Analyze/Application Setting• <i>The Last Dog</i>: TE 63 Adv Learner Act New Ending and Vocab• <i>Titanic</i>: TE pg 107 Adv Learner Activity Using Imagery (Letter)• <i>WNB</i>: TE pg 111 Adv Learner Activity Compare and Contrast Setting• Mini research on exotic pets	<p>*For all short stories use TIERED DISCUSSION PROMPT questions: Analyze and Synthesize at teacher’s discretion</p> <p>Suggested Supplemental Materials: Concurrent Novel for reinforcement of skills: <u>Roll of Thunder</u>, <u>Hear My Cry</u> or <u>The Pearl</u></p> <p>Web Site Resources:</p> <p>Assessments:</p> <p>Formative</p> <ul style="list-style-type: none">• Teacher observation• Student sheets• Story Assessments• Short writing pieces• Process writing pieces <p>Summative</p> <ul style="list-style-type: none">• Unit Test• On Demand Pieces
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Unit 2 4 weeks	Big Idea: What makes a great character?
	Topic: Analyzing Character and Point of View (Note: Preteach Symbolism)
Standards	
<p>Reading Lit Key Ideas and Details xRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. xRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure xxRL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Reading Informational Key Ideas and Details RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>Language Conventions of Standard English L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Xa. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Speaking and Listening Comprehension and Collaboration SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Presentation of Knowledge and Ideas SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Writing Text Types and Purposes W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant</p>	

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content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions/Enduring Understandings

Learning activities/Materials/Assessment

Reading:

Essential Questions

- ***Text Analysis – Analyzing Character and Point of View*
- ***Zebra- What has the power to heal?*
- ***The Legacy of the Vietnam War-What’s the connection?*
- ***A Mother’s Words & Timeline*
- ***A Retrieved Reformation-Who deserves a second chance?*
- ***The Three-Century Woman/Charles-Why do people misbehave?*

Learning Activities/Holt Materials:

Text Analysis-

Text Analysis: Note Taking Unit 2, independent read and note taking

Zebra-

TE pg 204 Adv Learner Activity Analyze Metaphor

TE pg 208 Adv Learner Activity Small Group Discussion

TE pg 211 Adv Learner Activity Analyze Symbol

A Mother’s Words-

TE pg 221 Adv Learner Activity Compare/Contrast (independent or small group)

Timeline-

TE pg 222 Adv Learner Activity Draw Conclusions and Making Connection

A Retrieved Reformation-

TE pg 238 Adv Learner Activity Analyze Irony

<p>Enduring Understandings Readers’ impressions of a story are based on an author’s point of view and use of characterization of characters’ appearance, actions, feelings, and speech.</p> <p>Academic Vocabulary</p> <ol style="list-style-type: none"> 1. analyze 2. aware 3. develop 4. react 5. respond <p><u>Writing:</u></p> <ul style="list-style-type: none"> • <i>Text Analysis:</i> TE pg 185 Adv Learner Activity Changing PoV TE pg 187 Adv Learner Activity Static vs. Dynamic Characters TE pg 189 Adv Learner Activity Analyze Character • <i>The Legacy of the Vietnam War:</i> TE pg 219 Adv Learner Activity Analyze Form- Intro to writing news article • <i>Writing Workshop: Comparison-Contrast Essay (Using <u>The Three-Century Woman and Charles</u>)</i> See “Writing for Assessment” topic on pg 265 • <i>Expository Writing:</i> Read teacher selected short story and convert into an informational news article *<u>Suggested story:</u> “The Dinner Party” • <i>Open-Ended Questions</i> Optional -(RACE- Restate Answer Cite Extend) • <i>Writer’s Notebook Activities</i> 	<p>Optional: TE 239 Adv Learner Activity Similes TE pg 242 Adv Learner Activity Make Judgments TE pg 243 Adv Learner Activity Synthesize Pg 245 Question 8: Speaking and Listening</p> <p>*For all short stories use TIERED DISCUSSION PROMPT questions: Analyze and Synthesize at teacher’s discretion</p> <p>Suggested Supplemental Materials: Complete <u>Roll of Thunder</u> or <u>The Pearl</u></p> <p>Web Site Resources:</p> <p>Assessments: Formative</p> <ul style="list-style-type: none"> • Teacher observation • Student sheets • Story Assessments • Short writing pieces • Process writing pieces <p>Summative</p> <ul style="list-style-type: none"> • Unit Test • On Demand Pieces
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Unit 3 5 weeks	Big Idea: What’s the Big Idea?
	Topic: Understanding Theme
Standards	
<p>Reading Lit Key Ideas and Details xRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. xxRL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Reading Informational Key Ideas and Details RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Integration of Knowledge and Ideas</p> <p>Language Conventions of Standard English L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* Vocabulary Acquisition and Use L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Writing Text Types and Purposes W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	

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<p>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Range of Writing W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Essential Questions/Enduring Understandings</p>	<p>Learning activities/ Materials/Assessment</p>
<p><u>Reading:</u> Essential Questions</p> <ul style="list-style-type: none"> • <i>Text Analysis – Understanding Theme</i> • <i>**Amigo Brothers-What happens when friends compete?</i> • <i>**The War of the Wall-What Makes Community?</i> • <i>**What Do Fish Have to Do With Anything?-What is the cure for unhappiness?</i> • <i>**Homeless- What’s the Connection?</i> • Optional: <i>A Christmas Carol- How important is money?</i> <p>Enduring Understandings Authors use stories to convey a message about life and human nature.</p> <p>Academic Vocabulary</p> <ol style="list-style-type: none"> 1. clause 2. context 3. cultural 4. symbol 5. theme <p><u>Writing:</u></p> <ul style="list-style-type: none"> • <i>Text Analysis:</i> TE pg 321 Adv Learner Activity Writing a New Ending w/ Different Theme • <i>What Do Fish Have to Do With Anything?:</i> TE pg 359 Adv Learner Activity Inference and Dialogue 	<p>Learning Activities/Holt Materials: Text Analysis- Text Analysis: Note Taking Unit 3, independent read and note taking TE pg 317 Adv Learner Activity Identify and Discuss Themes Amigo Brothers- TE pg 335 Question #10 Inquiry and Research</p> <p>The War of the Wall- TE pg 345 Adv Learner Activity Analyze Motivation TE pg 346 Adv Learner Activity Analyze a Minor Character TE 347 Question #7 Identify Multiple Themes Question #9 Extension and Challenge</p> <p>What do Fish Have to Do With Anything? TE pg 355 Adv Learner Activity Making Judgments TE pg 357 Adv Learner Activity Draw Conclusions TE pg 362 Adv Learner Activity Synthesize/Similes</p> <p>Homeless- TE pg 370 Adv Learner Activity Analyze Author’s Purpose Discuss close read questions TE pg 373 Question #4 Evaluate Problem-Solution Essay</p> <p>Christmas Carol- TE pg 403 Adv Learner Activity Analyze Dynamic Character TE pg 405 Adv Learner Activity Exploring Setting TE pg 409 Adv Learner Activity Analyze Symbols and Images TE pg 412 Adv Learner Activity Analyze Tone TE pg 414 Adv Learner Activity Author’s Craft Online Article pg 425</p>

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<ul style="list-style-type: none">• <i>Writing Workshop: Short Story</i> Include development of THEME in writing piece• <i>Speculative</i>• <i>Writer’s Notebook Activities</i>	<p>*For all short stories use TIERED DISCUSSION PROMPT questions: Analyze and Synthesize at teacher’s discretion</p> <p>Suggested Supplemental Materials: <u>Seedfolks</u></p> <p>Web Site Resources:</p> <p>Assessments:</p> <p>Formative</p> <ul style="list-style-type: none">• Teacher observation• Student sheets• Story Assessments• Short writing pieces• Process writing pieces <p>Summative</p> <ul style="list-style-type: none">• Unit Test• On Demand Pieces
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<p>Unit 4 3 weeks</p>	<p>Big Idea: - What’s your style?</p>
<p>Topic: Mood, Tone, and Style</p>	
<p style="text-align: center;">Standards</p>	
<p><u>Reading Lit</u> Key Ideas and Details xRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. xxRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Craft and Structure xRL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. RL.7.5.. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><u>Language</u> Conventions of Standard English L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Speaking and Listening Presentation of Knowledge and Ideas SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><u>Writing</u> Text Types and Purposes W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Production and Distribution of Writing W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

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W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
 W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions/Enduring Understandings

Learning activities/Materials/Assessment

Essential Questions

- ***Text Analysis – Mood, Tone, and Style*
- ***Dark They Were, And Golden-Eyed-Can where you are change who you are?*
- ***A Day’s Wait- Is it brave to suffer in silence?*
- ***Breaking the Ice- What makes us laugh? READ IN WRITING*

Enduring Understandings

Authors’ style and tone affects the way a reader feels about a work of literature.

Academic Vocabulary

1. communicate
2. describe
3. illustrate
4. interpret
5. style

Writing:

- *Text Analysis:*
TE pg 456 Adv Learner Activity Using Imagery
TE pg 458 Adv Learner Activity Using Tone to Describe Scene
- *Breaking the Ice:*
Writer’s Notebook- Write advice column using tone
- *Writing Workshop:*
AdELA: Literary Analysis pg 532
- *Explanatory*

Text Analysis-

Text Analysis: Note Taking Unit 4, independent read and note taking
 TE pg 454 Struggling Learner Activity Illustrate Mood

Dark They Were-

TE pg 463 Adv Learner Activity Similes
 TE pg 465 Adv Learner Activity Evaluate Behavior
 TE pg 472 Adv Learner Activity Analyze Setting
 TE pg 475 Adv Learner Activity Analyze Mood
 TE pg 477 Adv Learner Activity Analyze Mood
 Pg. 478 Interview with Ray Bradbury-
 TE pg 478 Adv Learner Activity Fig Lang
 TE pg 479 Question #8 Evaluate Sci-Fi

A Day’s Wait-

TE pg 487 Adv Learner Activity Evaluating and Inferencing
 TE pg 489 Question #7 Identify Style
 Pg 492 How Hemingway Wrote
 Pg 495 Question #3 Distinguish Fact and Opinion
 Question #4 Topic Sentence
 Question #5 Evaluate Information
 *Teacher supplemental text to support fact and opinion

Materials:

Mood and Tone:
 “Scary Mary” youtube
 “Shining Romantic trailer”

Concurrent Novel for reinforcement of skills: Night or A Long Way from Chicago or Twilight

<p>Unit 8 (FEBRUARY) 6 weeks</p>	<p>Topic: Information, Argument, and Persuasion</p>
<p>Standards</p>	
<p>Reading Informational Key Ideas and Details xRI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>Craft and Structure xRI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. xxxRI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. xRI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. xxxxxRI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. xRI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Language Conventions of Standard English xL.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Xb. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Speaking and Listening Comprehension and Collaboration xSL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>Presentation of Knowledge and Ideas SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate</p>	

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eye contact, adequate volume, and clear pronunciation.

xSL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing

Text Types and Purposes

W.7.1. Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
<p>Reading: Essential Questions</p> <ul style="list-style-type: none"> • **Text Analysis –Information: Reading for Information • **What Do You Know About Sharks?- Can appearances deceive? • **Great White Sharks-Can you tell fact from fiction? • **Like Black Smoke: The Black Death’s Journey/ A World Turned Upside Down: How the Black Death Affected Europe-How do we fight disease? • Optional- Media Study: News Reports- What decisions shape the news? • **Disaster Strikes: Are you Ready? / Emergency Procedures/Emergency Supply Kit- What’s the connection? 	<p>Text Analysis- Text Analysis: <i>Reading for Information:</i> Note Taking Unit 8, independent read and note taking TE pg 903 Adv Learner Activity Identify and Explain Text Features</p> <p>What Do You Know About Sharks- TE pg 910 Adv Learner Activity Synthesize TE pg 915 Question #5 Compare Outlines Question #6 Analyze Author Purpose, Question #8 Evaluate Objective PoV</p> <p>Great White Sharks- TE pg 926 Question #4 Distinguish Type of Evidence Question #5 Analyze Author’s Bias Question #6 Analyze Stereotype</p>

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<ul style="list-style-type: none"> • **Text Analysis Workshop: Argument and Persuasion- What is the Argument? • **Pro Athletes’ Salaries Aren’t Overly Exorbitant/Do Professional Athletes Get Paid Too Much?- Are people paid fairly? • **Why We Shouldn’t Go to Mars- Do we have our priorities straight? • Optional Speech-Remarks at the Dedication of the Aerospace Medical Health Center-What inspires people? (Use Audio Anthology) • **Media Study: Persuasive Techniques in Commercials- How do you sell an idea? <p>Writing:</p> <ul style="list-style-type: none"> • TE pg 934 Adv Learner Activity Explore Personification <p style="text-align: center;">PERSUASIVE WRITING</p> <ul style="list-style-type: none"> • <i>Writing Workshop: Persuasive</i> • <i>On Demand Prompts</i> • <i>Use last year’s writing exemplars</i> Found in X drive : ASK Resources 3-8 : Choose Year : Choose School : Grade Index Page • Optional: Public service announcement using propaganda and persuasive techniques <p style="text-align: center;">ARGUMENT WRITING</p> <ul style="list-style-type: none"> • <i>Writing Workshop: Argument</i> 	<p>Like Black Smoke- TE pg 930 Develop Reading Fluency Adv Oral Reading TE pg 935 Question #5 Understanding Cause and Effect Question #6 Analyze Author’s Purpose Question #7 Evaluate Events</p> <p>A World Turned Upside Down- Repeat TE pg 930 Develop Reading Fluency Adv Oral Reading TE pg 939 Question #4 Identify Author’s Main Purpose Question #5 Examine Cause and Effect Question #6 Analyze Graphic Aids Question #7 Evaluate Information</p> <p>Preparing for Emergencies- Plan Cross Curricular Activity if possible with Sci/Soc Stud</p> <p>Text Analysis- Text Analysis: <i>Argument and Persuasion</i>: Note Taking Unit 8, independent read and note taking TE pg 953 Adv Learner Activity Analyze Argument TE pg 954 Adv Learner Activity Synthesize an Advertisement TE pg 957 Adv Learner Activity Persuasive Speaking</p> <p>Suggested Unit: Advertising/Persuasive Techniques <i>Application</i></p> <p>Pro Athlete’s Salaries Aren’t Overly Exorbitant- Do Professional Athletes Get Paid Too Much?- TE pg 965 Question #3 Identify a Counterargument Question #4 Trace an Argument Question #5 Evaluate Reasoning Question #6 Speaking and Listening: Panel Discussion</p> <p>Why We Shouldn’t Go to Mars- TE pg 971 Adv Learner Activity Analyze TE pg 973 Struggling Readers Targeted Passage #2 TE pg 973 Adv Learner Activity Analyze Argument TE pg 974 Question #3 Understanding Paraphrasing Question #4 Identify a Counterargument</p> <p>Remarks at the Dedication of the Aerospace Medical Health Center-</p>
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TE pg 981 Question #4 Identify Audience
Question #5 Identify a Counterargument
Question #6 Examine Persuasive Technique
Question #7 Evaluate an Argument in a Speech

***For all short stories use TIERED DISCUSSION PROMPT questions:
Analyze and Synthesize at teacher's discretion**

Web Site Resources:

Assessments:

Formative

- Teacher observation
- Student sheets
- Story Assessments
- Short writing pieces
- Process writing pieces

Summative

- Unit Test
- On Demand Pieces

Academic Vocabulary

1. area
2. domain
3. hypothesis
4. objective
5. resolve

<p>Unit 7 5 weeks</p>	<p>Topic: Biography and Autobiography</p>
<p>Standards</p>	
<p>Reading Lit Integration of Knowledge and Ideas xxRL.7.9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Reading Informational Key Ideas and Details xxxxRI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. xRI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. xxRI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)</p> <p>Craft and Structure RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. Integration of Knowledge and Ideas</p> <p>Language Conventions of Standard English L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Vocabulary Acquisition and Use L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. xb. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Speaking and Listening Comprehension and Collaboration SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	

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<p>Presentation of Knowledge and Ideas SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>Writing Text Types and Purposes W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Production and Distribution of Writing W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Range of Writing W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Essential Questions/Enduring Understandings</p>	<p>Learning activities/Materials/Assessment</p>
<p>Essential Questions</p> <ul style="list-style-type: none"> • <i>Text Analysis –Biography and Autobiography</i> • <i>Eleanor Roosevelt-What is your duty to others?</i> • <i>A First Lady Speaks Out-What’s the connection?</i> • <i>From It’s Not About the Bike/from 23 Days in July-What is a winner?</i> • <i>Clara Barton: Battlefield Nurse/ from The War Diary of Clara Barton-How can we change what’s wrong?</i> <p>Writing: Quote Essay -Jump from EQ’s: “Whatever you are be a good one.” – A. Lincoln “Those who matter, don’t mind. Those who mind, don’t matter.” “Just when the caterpillar thought the world was over he became a butterfly”</p>	<p>Text Analysis- Text Analysis: Note Taking Unit 7, independent read and note taking TE pg 783 Adv Learner Activity Make Judgments</p> <p>Eleanor Roosevelt- TE pg 798 Question #6 Analyze Cause and Effect Question #7 Make Judgment: Evaluate the Statement Question #8 Evaluate Biography</p> <p>Names/Nombres- TE pg 810 Adv Learner Activity Author’s Perspective TE pg 811 Question #5 Making Inferences Question #6 Interpret a Personal Essay</p>

	<p>Optional: Malcolm X: By Any Means Necessary-</p> <p>The Noble Experiment-</p> <p>TE pg 844 Question #5 Draw Conclusions Question #6 Interpret Autobiography Question #7 Analyze Author’s Purpose Question #8 Evaluate Title</p> <p>Jackie Robinson Makes the Headlines-</p> <p>TE pg 850 Adv Learner Activity Compare and Contrast</p> <p>*For all short stories use TIERED DISCUSSION PROMPT questions: Analyze and Synthesize at teacher’s discretion</p> <p>Academic Vocabulary</p> <ol style="list-style-type: none">1. demonstrate2. goal3. impact4. link undertake
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<p>Unit 6 5 weeks</p>	<p>Topic: Myths, Legends, and Tales</p>
<p>Standards</p>	
<p>Reading Lit Key Ideas and Details xxxRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. xxRL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Range of Reading and Level of Text Complexity xxRL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Language Vocabulary Acquisition and Use L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>Speaking and Listening Comprehension and Collaboration SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>Presentation of Knowledge and Ideas SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>Writing Text Types and Purposes W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.</p>	

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f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions/Enduring Understandings

Learning activities/Materials/Assessment

Essential Questions

- *Text Analysis –Myths, Legends, and Tales*
- *Prometheus/ Orpheus and Eurydice-Do you think before you act?*
- *From Beowulf-What are you willing to fight for?*
- *From Young Arthur-Is there a job you were born to do?*
- *Brer Possum’s Dilemma/Waters of Gold-What can we learn from stories?*
- *Sally Ann Thunder Ann Whirlwind-What makes a good couple?*
- *Select any TWO short FABLES to review characteristics*
- **Optional:** *Sir Gawain and the Green Knight-Is chivalry dead?*

Academic Vocabulary

1. attribute
2. conduct
3. physical
4. status
5. task

Writing:

- TE pg 644 Adv Learner Activity Synthesize Cultural Values
- TE pg 683 Adv Learner Activity- Short research
- TE pg 738 Adv Learner Activity – Optional research of Western challenges on the frontier
- Create myth or legend to explain the origin of a feature of nature

Learning Activities/Materials: Holt

Prometheus

TE pg 651 Adv Learner Activity Evaluate

Optional: Sir Gawain

TE pg 695 Adv Learner Activity Analyze

TE pg 699 Adv Learner Activity Make Judgments

Waters of Gold

TE pg 728 Adv Learner Activity Analyze Author’s Craft

TE pg 730 Extension and Challenge Question #8

***For all short stories use TIERED DISCUSSION PROMPT questions: Analyze and Synthesize at teacher’s discretion**

Assessments:

Formative

- Student sheets
- Story Assessments
- Short writing pieces
- Process writing pieces

Summative

- Unit Test
- On Demand Pieces

<p>Unit 5 5 weeks</p>	<p>Topic: Appreciating Poetry</p>
<p>Standards</p>	
<p>Reading Lit Key Ideas and Details xRL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>Craft and Structure xxxRL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. xxxRL.7.5.. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>Reading Informational Key Ideas and Details RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>Language Conventions of Standard English L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. c. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Writing Text Types and Purposes W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Production and Distribution of Writing W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	

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W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

Range of Writing

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions/Enduring Understandings	Learning activities/Materials/Assessment
<p>Essential Questions</p> <ul style="list-style-type: none"> • <i>Text Analysis –Appreciating Poetry</i> • <i>**Maggie and Milly and Molly and May /who are you, little/old age sticks-Are all things connected? Pg 522-527 (FROM UNIT 4 Review STYLE)</i> • <i>The Names-Why do we need memorials?</i> • <i>The World is Not a Pleassant Place to Be</i> • <i>The Charge of the Light Brigade/The Highwayman-What is honor?</i> • <i>Two Haiku/Fireflies/Fireflies in the Garden-How do seasons affect you?</i> • <i>Stars with Wings-What’s the connection?</i> • <i>The Delight Song of Tsoai-Talee/Four Skinny Trees-How would you describe yourself?</i> <p>Academic Vocabulary</p> <ol style="list-style-type: none"> 1. encounter 2. integrity 3. specific 4. tradition 5. vary <p>Writing:</p> <ul style="list-style-type: none"> • Poetry books • WNB: TE pg 564 Why do we need memorials? • TE pg 578 Adv Learner Activity Analyze Poetic Form • WNB: TE pg 585 Adv Learner Activity Make Judgments 	<p>Learning Activities/Materials: Holt</p> <p>Text Analysis TE pg 556 Adv Learner Activity Synthesize</p> <p>*For all short stories use TIERED DISCUSSION PROMPT questions: Analyze and Synthesize at teacher’s discretion</p> <p>Web Site Resources:</p> <p>Assessments: Formative</p> <ul style="list-style-type: none"> • Teacher observation • Student sheets • Story Assessments • Short writing pieces • Process writing pieces <p>Summative</p> <ul style="list-style-type: none"> • Unit Test • On Demand Pieces