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| **ALCCRS: 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. | | |
| **Mastered:**  Students can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text | **Present:**  Students will cite several pieces of textual evidence and connect these pieces to support analysis of what the text says explicitly and inferences drawn from the text. | **Going Forward:**  Students will construct “character journals” to connect several pieces of textual evidence and support analysis of what the text says explicitly and inferences drawn from the text. |
| **Present and Going Forward Vocabulary:**  Textual evidence, explicit, inference, analysis, connect, journal. | | |

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| **Career Connections:**  Writer, Educator, Librarian, Editor, Publisher, Marketer, Psychologist, Business Manager, Analyst |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will choose a character from one text and construct a first-person narrative character journal in which the character analyzes the texts to determine what the texts say explicitly and draw inferences from the texts. The character will then make connections between the texts. For example, how would Hamlet react to acts of betrayal in Romeo and Juliet, MacBeth, and Julius Ceaser? What would Hamlet learn that would help him?  Double- and Triple-Journal entry organizers will help students organize, analyze, and connect ideas from the texts. |

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| **Literature Connections/Resources:**  [**http://shakespeare.mit.edu/**](http://shakespeare.mit.edu/)  [**http://absoluteshakespeare.com**](http://absoluteshakespeare.com) |

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| **ALCCRS: 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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students will further demonstrate understanding of a theme or central idea of a short text and analyze its development over the course of the text; connect theme and central ideas with plot development (timeline). | **Going Forward:**  Students will use plot graph to connect important events and their impact on the development of the theme or central idea in more expansive and challenging texts. |
| **Present and Going Forward Vocabulary:**  **Plot; plot development; theme; central idea; graph.** | | |

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| **Career Connections:**  **Writer, educator, editor, publishing, marketing, psychology** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will start by using graph paper to map out the plot of a short story or narrative poem chosen by the teacher for the entire class. On a separate resource (paper, computer, PowerPoint, Prezi), students will construct an explanation of how each important event in the plot affects the development of the text’s theme or central idea. (Suggestion for teacher: for a teacher-led example, use a common children’s story).  Next step: students will independently choose a short story, narrative poem, novel, or biography, and follow the same plan to construct an explanation of how each important event in the text affects the development of the text’s theme or central idea. |

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| **Literature Connections/Resources:**  **Free literature sources such as:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center * Prezi.com * Ahead.com |

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| **ALCCRS: 7.3**  Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | |
| **Mastered:**  Students can analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | **Present:**  Students will use their understanding of how particular elements of a story or drama interact (e.g., how setting shapes the characters or the plot) to show how the impact of one element on another. | **Going Forward:**  Students will show their understanding of how particular elements of a story or drama interact by replacing elements with new choices and predicting new outcomes. |
| **Present and Going Forward Vocabulary: Story and drama elements (e.g., setting, character, plot, conflict).** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, business management and analysis.** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will choose a text (book, short story, narrative poem) and change the elements of the story and predict the outcome based on the new choices. For example, take the main characters out of a rural setting and place them in an urban setting, or take them out of one era and place them in a different time period.  Students will then choose a presentation format and re-create the story based on the new choices. This could be done through illustration, multimedia program, or a comic creator program. |

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| **Literature Connections/Resources:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center * Prezi.com * Ahead.com * <http://www.makebeliefscomix.com/> * <http://www.bitstrips.com/> * <http://chogger.com/> |

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| **ALCCRS: 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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students will use their knowledge of determining 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. | **Going Forward:**  Students will show their knowledge of determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, by performing the texts in character. |
| **Present and Going Forward Vocabulary: figurative, connotative, analyze, alliteration (and other poetic devices), verse, stanza.** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, theater, public speaking** |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will select a short story, poem, or drama and show their knowledge of determining the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, by performing the texts in character. While in character, the students will use dramatic presentation skills to emphasize the key words, phrases, and figurative and connotative meanings to express clear understanding and meaning to the audience. Students may work as solo performers, duos, or in larger groups to act out a story, poem, or drama. Students may present their performance either live or on video. |

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| **Literature Connections/Resources:**   * <http://www.public-domain-poetry.com/index.php> * <http://www.theatreteachers.com/theatre-games/19/middle-school/5> * <http://www.authorstream.com/Presentation/bsndev-234942-dramatic-poetry-education-ppt-powerpoint/> * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center * Windows Movie Maker |

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| **ALCCRS: 7.5**  Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | | |
| **Mastered:**  Students can analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | **Present:**  Students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot; students will recognize and differentiate between various forms of poetry; Students will use evidence from the text to analyze the structure of a poem. | **Going Forward:**  Students will use their ability to recognize and differentiate between various forms of poetry and their ability to use evidence from the text to analyze the structure of a poem to determine the meaning of the poem and create a unique poem of similar structure. |
| **Present and Going Forward Vocabulary: sentence, chapter, scene, stanza, differentiate, evidence** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, theater, public speaking, business management and analysis.** |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will select a poem of their choice and create a graphic organizer to analyze the overall structure of the poem and how it contributes to the development of the theme, setting, or plot; students will then focus on a particular stanza and use its structure to write a unique poem. For example, using the structure of a stanza in Poe’s “The Raven” to write a unique poem, relying on that structure to shape the meaning of the new poem. |

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| **Literature Connections/Resources:**   * <http://www.public-domain-poetry.com/index.php> * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center |

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| **ALCCRS: 7.6**  Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | |
| **Mastered:**  Students can analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | **Present:**  Students will analyze of how an author develops and contrasts the point of view of different characters or narrators in a text by differentiating between diverse world cultures. | **Going Forward:**  Students will use knowledge of how an author develops and contrasts the point of view of different characters or narrators in a text by analyzing, comparing, and contrasting interpretations of a story, drama, or poem by authors who represent diverse world cultures. |
| **Present and Going Forward Vocabulary: analysis, develop, compare, contrast, character, narrators, interpretation, story, drama, poem, diverse world cultures** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, international business, international relations.** |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will select, read, and analyze two texts of different cultures. The students will use a Venn diagram to compare and contrast the characters, settings, and culture of the divergent texts. The students will then write two narratives in which the main characters are placed in the setting and culture of the opposite text. The students will then present those stories using illustration, video, presentation multimedia, or a comic creator. As a final step, students might choose to perform their story as one of main characters inserted into a different setting and culture. |

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| **Literature Connections/Resources:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center * Windows Movie Maker * Prezi.com * Ahead.com * <http://www.makebeliefscomix.com/> * <http://www.bitstrips.com/> * <http://chogger.com/> |

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| **ALCCRS: 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). | | |
| **Mastered:**  Students can 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). | **Present:**  Students will know how to listen and watch for differences between a written story, drama, or poem and its audio, film, stage, or multimedia version; students will know how to describe the common techniques used in audio, film, stage, and multimedia productions. | **Going Forward:**  Students will use knowledge of how to listen and watch for differences between a written story, drama, or poem and its audio, film, stage, or multimedia version by creating both an anticipation and review guide to a movie that will soon debut. |
| **Present and Going Forward Vocabulary: audio, film, stage, multimedia; techniques such as sound, lighting, camera focus, camera angles; roles such as director, cinematographer, sound engineer, lighting designer, production designer.** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, theatrical or film performer, production designer, lighting designer, director, cinematographer, sound technician or engineer.** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will select a book, short story, drama, or poem they have not seen on film. After reading the text, the students will choose a chapter, act, or scene in the book and create an anticipation guide, playing the role of the director to direct the film in terms of lighting, sound, camera focus, and angle. Students will then watch the actual film version and create a review comparing and contrasting their own anticipation guide with the actual film. |

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| **Literature Connections/Resources:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center * Public library * IMDB.com * On-line movie services * <http://www.amle.org/Publications/MiddleGround/Articles/October2006/Article1/tabid/1061/Default.aspx> * <http://teachingliterature.pbworks.com/w/page/19920348/Film%20or%20TV%20Study%20and%20Adaptations> |

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| **ALCCRS: 7.8**  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. | | |
| **Mastered:**  Student can 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. | **Present:**  Students will 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 fiction to explain significant historical events. | **Going Forward:**  Students will use their ability to compare and contrast with fiction and historical accounts to create a narrative account of a significant historical event. |
| **Present and Going Forward Vocabulary: compare, contrast, historical account, historical event** | | |

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| **Career Connections: Writer, educator, librarian, archivist, sociologist, editor, publishing, marketing, psychology, international business, international relations.** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will choose a significant historical event or time period and a companion work of fiction based on that event or time period. Students will then undertake a webquest to research the event or time period and form a base for the next stage of the assignment. Combining both the research and the historical fiction, students will create a first-person narrative based on the event or time period. Students will then present their narrative in character through a solo performance or video. All presentations will be played and judged based on their believability, content, and used of historical facts. |

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| **Literature Connections/Resources:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center * Windows Movie Maker |

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| **ALCCRS: 7.9**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students will, by the end of the year, read and comprehend literature proficiently, including stories, dramas, and poems, and be able to show that comprehension by making connections between two or more works. | **Going Forward:**  Students will show comprehension between stories, dramas, and poems by making connections between two or more works, comparing and contrasting to support proficiency and understanding. |
| **Present and Going Forward Vocabulary: comprehend, comprehension, compare, contrast, connection** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, business management, criminal justice, legal** |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will select two novels and create a compare and contrast chart focusing on the key decisions made by the main character in both works. The students will then create a good advice/bad advice comparison based upon the lessons learned from the main character’s life. |

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| **Literature Connections/Resources:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * School media center |

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| **ALCCRS: 7.10**  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| **Mastered:**  Students can cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | **Present:**  Students will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text to draw new conclusions from familiar stories. | **Going Forward:**  Students will use several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text to draw new conclusions from familiar stories and create new perspectives on those stories. |
| **Present and Going Forward Vocabulary: textual evidence, explicit, inference, conclusions, perspectives** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, criminal justice, attorney** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will read various versions of a familiar children’s story or folktale. Students will examine the various accounts for evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students will then use this analysis to draw new conclusions from familiar stories and create a new perspective on those stories. Playing the role of trial attorneys, and facing a jury of classroom peers, the students will then present a case either defending a traditional villain or casting doubt on a traditional hero. For example, defending the actions of the Big Bad Wolf while condemning the actions of the Three Little Pigs or Red Riding Hood. The peer jury will then discuss the arguments and reach a decision. |

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| **Literature Connections/Resources:**   * *The True Story of the Three Little Pigs* by Jon Scieszka * *Big Bad Wolf (His Side of the Story)* by Julie Schrank * *The Wolf’s Story: What Really Happened to Little Red Riding Hood* by Toby Forward * *Honestly, Red Riding Hood Was Rotten!* By Trisha Speed Shaskan * <http://www.literaturecollection.com> * <http://www.eastoftheweb.com/short-stories/childrenindex.html> * <http://www.bygosh.com/childrensclassics.htm> * <http://www.techsupportalert.com/free-books-children> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center |

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| **ALCCRS: 7.11**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students can determine the central ideas or main idea, analyze their development over the course of the text while providing specifics from the text to support the response and create an objective summary of the text*.* | **Going Forward:**  Students will be able to write an objective summary of the texts effectively analyzes the central ideas of the text and their development over the course of the texts. |
| **Present and Going Forward Vocabulary: central idea, analyze, objective, summary** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, business management, criminal justice, legal, business analyst** |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will read and analyze multiple editorials on the same topic from various newspapers and magazines. The students will focus on the central idea of each opinion, create a compare-and-contrast chart on the varying opinions. Using the compare –and-contrast chart, the students will construct an objective summary on both the topic and the varying opinions on the topic. |

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| **Literature Connections/Resources:**   * <http://www.cnn.com/studentnews> * <http://www.nytimes.com/pages/opinion/index.html> * <http://online.wsj.com/public/page/news-opinion-commentary.html> * <http://www.usatoday.com/news/opinion/index> * <http://ideas.time.com/> * <http://www.al.com> * <http://nieteacher.org> |

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| **ALCCRS: 7.12**  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). | | |
| **Mastered:**  Students can 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). | **Present:**  Students will differentiate between the important of the interactions between individuals, events, and ideas in a text; explain and connect the importance of how these individuals interact in various times, places, and situations. | **Going Forward:**  Students will write in the expository mode to construct an essay explaining how the text would change if a character appeared in a different place and time in the text; write in the narrative mode to construct a new version of the story based on placing the character in a different time and place in the text. |
| **Present and Going Forward Vocabulary:**  **Plot; theme; central idea; character; setting; differentiate; expository; narrative.** | | |

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| **Career Connections:**  Writer, educator, librarian, editor, publishing, marketing, psychology |

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| **Advanced Understanding & Activity (Alternate activity):**  In a lesson title “Out of Place, Out of Time,” the teacher will choose a short text (story, narrative poem, biography) and students will write in the expository mode to construct an essay explaining how the text would change if a character appeared in a different place and time in the text. (Suggestion, teacher may use a common children’s story in a teacher-led demonstration and discussion of this concept. Students may also collaborate and discuss this concept, offering various ideas for group discussion).  In the next step, the students will independently select a more expansive and challenge text (novel, biography) to construct a video, multimedia presentation, on-line comic strip, illustration explaining how the text would change if a character appeared in a different place and time in the text. (Example, in the Hunger Games, what if Katniss and Peeta are hunting partners from the beginning, or what if she never meets Peeta until they both arrive for the Hunger Games). |

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| **Literature Connections/Resources:**  **Free literature sources such as:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook * <http://www.makebeliefscomix.com/> * <http://www.bitstrips.com/> * <http://chogger.com/>   School media center  Prezi.com  Ahead.com |

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| **ALCCRS: 7.13**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students can read and analyze words or phrases in texts to differentiate between figurative, connotative, and technical use; students will identify how word choices affect the meaning and tone of a text. | **Going Forward:**  Students will demonstrate ability to read and analyze words or phrases in texts to differentiate between figurative, connotative, and technical use, as well as identify and show how word choices affect the meaning and tone of a text. |
| **Present and Going Forward Vocabulary:** figurative, connotative, technical, | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, business management, criminal justice, legal, business analyst** |

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| **Advanced Understanding & Activity (Alternate activity):**   1. The students will work in pairs or small groups to read and examine words or phrases in a selected non-fiction text to create a chart that differentiates between figurative, connotative, and technical words and phrases. The students will then use this chart to create a quiz for other teams to take. The teams will compete by taking each available quiz, and the final results will be determined by a team’s overall success on all of the quizzes. 2. The students will work in pairs or small groups to read and examine words or phrases in a selected non-fiction text to create a puzzle of selected words from the texts. After selecting 20 or more key figurative, connotative, and technical words from the text, the students will write those words or phrases on index cards and remove those words or phrases from the actual text. Teams will then compete to determine where those words or phrases belong in the text. |

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| **Literature Connections/Resources:**   * <http://www.cnn.com/studentnews> * [http://www.nytimes.com](http://www.nytimes.com/pages/opinion/index.html) * [http://online.wsj.com](http://online.wsj.com/public/page/news-opinion-commentary.html) * http://www.usatoday.com * <http://ideas.time.com/> * <http://www.al.com> * <http://nieteacher.org> |

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| **ALCCRS: 7.14**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students analyze the way a book or article is written and how the structure does matter. In some cases the author chooses to go from beginning to end in sequential manners and sometimes the author uses flashbacks in an effective means to develop their stories or ideas. | **Going Forward:**  Students will create their own stories in which they will use different literary elements such as flashback, foreshadowing, or point of view. They will also use different figures of speech such as metaphors, similes, oxymorons, personification and alliteration. |
| **Present and Going Forward Vocabulary: Flashback, foreshadowing, point of view, metaphors, similes, oxymoron, personification, alliteration** | | |

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| **Career Connections: Writer, educator, editor, publishing, marketing, psychology, librarian** |

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| **Advanced Understanding & Activity (Alternate activity):**  Many students have read Rick Riordan’s books about Greek, Roman and Egyptian gods. First, listen to a podcast of an interview Rick Riordan did discussing the appeal of mythology. Now, have students research a Greek, Roman or Egyptian god. After the research is complete, the students will write a story that contains literary elements. They will then write a story about their god using flashbacks as a component. The flashbacks must be important and must advance the story as it is written. The stories will be illustrated as a children’s book and must appeal to a broad-range of readers. |

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| **Literature Connections/Resources:**   * Rick Riordan interview: [www.metmuseum.org/metmedia/audio/kids](http://www.metmuseum.org/metmedia/audio/kids) * Greek gods: [www.greek-gods.info/](http://www.greek-gods.info/) * Roman gods: [www.pantheon.org/miscellaneous/roman\_vs\_greek.html](http://www.pantheon.org/miscellaneous/roman_vs_greek.html) * Egyptian gods: [www.ancientegypt.co.uk/gods/explore/main.html](http://www.ancientegypt.co.uk/gods/explore/main.html) * Rick Riordan books * Media center * Media Specialist/Librarian |

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| **ALCCRS: 7.15**  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. | | |
| **Mastered:**  Student can 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. | **Present:**  Students will observe and recognize the impact of the author’s point of view or purpose in a text and analyze the unique impact of that point of view on the plot, theme, central idea, tone and mood of the text. | **Going Forward:**  Students will recognize and apply the impact of the author’s point of view, purpose, tone, and mood in a text by writing a narrative from a different point of view. |
| **Present and Going Forward Vocabulary:**  **Point of view; plot; theme; central idea; tone; mood; purpose; narrative** | | |

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| **Career Connections:**  Writer, educator, editor, publishing, marketing, psychology |

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| **Advanced Understanding & Activity (Alternate activity):**  The teacher will use a short story, narrative poem, or biography to open discussion of how changing the point of view (from third-person narrator to first-person narrator, from one character to another, from biography to autobiography) changes the purpose, tone, and mood of the story.  Students will independently choose a chapter or section of a text and then choose a different point of view. Students may write a narrative story from that perspective, or create a multimedia presentation to show the tone, mood, and purpose of the story is changed by a different point of view.  Suggested text for comparison: the YA novel *Flipped* to show two different points of view of the same story. |

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| **Literature Connections/Resources:**   * *Flipped* by Wendelin Van Draanen; or the movie by the same name.   **Free literature sources such as:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook.   School media center  Prezi.com  Ahead.com |

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| **ALCCRS: 7.16**  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). | | |
| **Mastered:**  Student can 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). | **Present:**  Student can analyze the value of a wide range of significant source texts, including classic literature and important historical documents, and compare and contrast their respective audio, video, or multimedia versions to determine the impact of the delivery of the chosen texts. | **Going Forward:**  Student can apply appropriate strategies to compare and contrast how information from a particular text is interpreted though its portrayal by a historical figure or a fictional character in audio, video, or multimedia formats. |
| **Present and Going Forward Vocabulary: audio, video, multimedia, significant.** | | |

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| **Career Connections: public speaking, attorney, sales, advertising, marketing, theater, educator, writer, editor.** |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will choose from a number of appropriate reading strategies (i.e., triple entry journal, double entry journal, Venn diagram compare-and-contrast) to compare and contrast the basic text against the performance or delivery of that text. The students will then create a chart analyzing the use of tone, mood, body language, volume, and pace in the performance or delivery of the text. In the final step, the students will create a journal entry in which they place themselves among the witnesses to that speech and write a first-person response to the speech and its performance or delivery.  Examples might include: The Gettysburg scene from *Remember the Titans*; The battlefield speech from *Braveheart*; Dr. Martin Luther King Jr.’s “I Have a Dream” speech; and Steve Jobs’s Stanford commencement address. Another example might include the comparison and contrast between good and evil while viewing speeches by both Dr. King and Adolph Hitler. |

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| **Literature Connections/Resources:**   * <http://www.americanrhetoric.com/> * <http://www.americanrhetoric.com/top100speechesall.html> * <http://www.americanrhetoric.com/moviespeeches.htm> * <http://www.filmsite.org/bestspeeches.html> * <http://www.history.com/speeches> |

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| **ALCCRS: 7.17**  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. | | |
| **Mastered:**  Student cantrace 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. | **Present:**  The students are tracing and evaluating arguments in debates-written text from televised debates would work well - and they assess whether the reasoning is sound and the evidence is relevant and sufficient to support the speakers’ claims. | **Going Forward:**  Students will write their own speeches that support their side of the argument in a clear and concise manner that supports and defends the arguments that they are making in their writing and speaking**.** |
| **Present and Going Forward Vocabulary: evaluate, specific, text, reasoning, evidence, relevant, sufficient** | | |

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| **Career Connections:**  **Writer, educator, editor, publishing, marketing, psychology, librarian, teacher, attorney, public speaker** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will choose a hot topic that has two sides to it. They will spend time researching their side, finding relevant and important facts that back up their viewpoints. They will then create a persuasive essay in the form of a speech that can be memorized and said to the class. Another student will research the opposing side of the argument. After listening to both speeches, the class will vote on which side they feel did the better job of supporting and defending their side. It is not about personal opinion; it is about facts and arguments that are supported by those facts. This process will allow students to expand their ability to create arguments based on research information and not just opinion. |

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| **Literature Connections/Resources:**   * [**http://www.idebate.org/index.php**](http://www.idebate.org/index.php) * [**http://www.middleschooldebate.com/resources/resourcesmain.htm**](http://www.middleschooldebate.com/resources/resourcesmain.htm) * <http://www.middleschooldebate.com/topics/topiclists.htm> * <http://www.middleschooldebate.com/topics/topicresearch.htm> * **Alabama Virtual Library-** [**www.Avl.lib.al.us**](http://www.Avl.lib.al.us) * **Encyclopedia Britannica-** [**www.britannica.com**](http://www.britannica.com) * [**www.reference.com**](http://www.reference.com) * **School Library Media Center** |

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| **ALCCRS: 7.18**  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. | | |
| **Mastered:**  Student can 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. | **Present:**  **Students have looked at both fiction and nonfiction works that look at the same topic and are familiar with how some authors present different information in different manners that emphasizes different aspects of the text.** | **Going Forward:**  **Students will look at a particular fiction and nonfiction book that uses the same part of history to tell a story. After** |
| **Present and Going Forward Vocabulary: analyze, emphasize, evidence, advance, interpretation, familiar** | | |

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| **Career Connections: Writer, educator, editor, publishing, marketing, psychology, teacher, librarian** |

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| **Advanced Understanding & Activity (Alternate activity):**  **Students will complete the questions and writing activities on the following webquest:** [**www.mrsoshouse.com/ext/fever.html**](http://www.mrsoshouse.com/ext/fever.html) **after reading “Fever, 1793” by Laurie Halse Anderson and “An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic” by Jim Murphy. Both of these books look at the same time period, however, one of fiction and one is non-fiction. After completing the webquest, the students will complete one of the writing activities on the page. They will also create a book trailer for one of books. All of these components will allow them to see how both authors have used the same materials in different ways and have emphasized the material differently. This activity should also allow for students to see how important it is to use accurate information when using an actual historical event in their fiction writing.** |

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| **Literature Connections/Resources:**  **Laurie Halse Anderson: madwomanintheforest.com**  **Jim Murphy:** [**www.jimmurphybooks.com**](http://www.jimmurphybooks.com)  [**www.eyewitnesstohistory.com/yellowfever.htm**](http://www.eyewitnesstohistory.com/yellowfever.htm)  **Yellow Fever Epidemic: ocp.hul.harvard.edu/contagion/yellowfever.html**  **School Library Media center**  **Media Specialist/Librarian** |

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| **ALCCRS: 7.19**  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. | | |
| **Mastered:**  Student canby 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. | **Present:**  Students will, by the end of the year, read and comprehend non-fiction texts, and be able to show that comprehension by making connections between two or more works. | **Going Forward:**  Students will show comprehension between non-fiction texts by making connections between two or more works, comparing and contrasting to support proficiency and understanding. |
| **Present and Going Forward Vocabulary: comprehend, comprehension, compare, contrast, non-fiction** | | |

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| **Career Connections: Writer, educator, librarian, editor, publishing, marketing, psychology, business management, criminal justice, legal** |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will select two biographies or two autobiographies and create a compare and contrast chart focusing on the key decisions made by the subject in both works. The students will then create a good advice/bad advice comparison based upon the lessons learned from the subject’s life.  Another option would be to allow the students to choose a biography and autobiography on the same subject and create a compare and contrast chart focusing on the key points made by both the biography and the subject. |

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| **Literature Connections/Resources:**   * <http://www.techsupportalert.com/free-books-biography> * <http://www.publicbookshelf.com/biography/> * http://www.dailylit.com/tags/autobiography |

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| **ALCCRS: 7.20**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students can research and gather evidence to support both sides of an argument 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. | **Going Forward:**  Students will research and gather evidence to support both side of an argument with clear reasons and relevant evidence; presented with one side of the argument, students will support that argument through persuasive writing and oral debates with other students.  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. |
| **Present and Going Forward Vocabulary:** argument; debate; logical reasoning; relevant evidence; accurate and credible sources; concluding statement or section. | | |

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| **Career Connections: public speaking, attorney, research, sales, advertising, marketing, theater, educator, writer, editor.** |

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| **Advanced Understanding & Activity (Alternate activity):**  **The teacher will group students into pairs and assign a topic to each group. The students will work independently to research both sides of the topic and prepare arguments supporting both sides of the debate. Through some sort of random selection (i.e., coin flip, dice, drawing numbers out of a hat), the students will each be assigned one side of the argument. After a reasonable amount of time to prepare their arguments, the students will debate both sides of the topic according to common debate format and rules (**[**http://www.idebate.org/teaching/debate\_formats.php**](http://www.idebate.org/teaching/debate_formats.php)**).** |

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| **Literature Connections/Resources:**   * [**http://www.idebate.org/index.php**](http://www.idebate.org/index.php) * [**http://www.middleschooldebate.com/resources/resourcesmain.htm**](http://www.middleschooldebate.com/resources/resourcesmain.htm) * <http://www.middleschooldebate.com/topics/topiclists.htm> * <http://www.middleschooldebate.com/topics/topicresearch.htm> * <http://www.learnnc.org/lp/pages/636> * <http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml> |

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| **ALCCRS: 7.21**  Write informative or 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 or contrast, and cause and 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. | | |
| **Mastered:**  Students can write informative or 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 or contrast, and cause and 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. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented. | **Present:**  Students will examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students will use these ideas, concepts, and information to construct informative or explanatory texts.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and 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. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented. | **Going Forward:**  Students will demonstrate their understanding their ability to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by constructing a comprehensive informative and explanatory text.  a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and 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. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from the argument presented. |
| **Present and Going Forward Vocabulary:**  informative and explanatory text; transitions; precise language and domain-specific vocabulary; formal style; definition; classification; comparison or contrast; and cause and effect; formatting, graphics. | | |

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| **Career Connections: public speaking, attorney, research, sales, advertising, marketing, theater, educator, writer, editor.** |

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| **Advanced Understanding & Activity (Alternate activity):**  **Students will choose an appropriate topic or event (with teacher approval) of serious historical significance and create a two-page newspaper including text, headlines, graphics, charts, and photos. The newspaper content should reflect a next-day perspective explaining what happened, why it happened, how it happened, and what the event means for the future.** |

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| **Literature Connections/Resources:**   * [**http://www.buildanewspaper.com/**](http://www.buildanewspaper.com/) * [**http://interactives.mped.org/view\_interactive.aspx?id=110&title**](http://interactives.mped.org/view_interactive.aspx?id=110&title)**=:** * [www.readwritethink.org/files/resources/lesson\_images/lesson249/format.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson249/format.pdf) * <http://nie.miamiherald.com/_pdf/CreatingAClassroomNewspaperNAA.pdf> * <http://www.crayon.net/> * <http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-printing-press-30036.html> * <http://jc-schools.net/tutorials/classnews.html> * <http://journalism.about.com/od/reporting/tp/createstories.htm> * [**http://www.fodey.com/generators/newspaper/snippet.asp**](http://www.fodey.com/generators/newspaper/snippet.asp) * **Microsoft Office (Word, PowerPoint, Publishing)** |

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| **ALCCRS: 7.22**  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, characters, or both; 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.  f. Provide a concluding statement or section that follows from the information or explanation presented. | | |
| **Mastered:**  Students can 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, characters, or both; 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.  f. Provide a concluding statement or section that follows from the information or explanation presented. | **Present:**  Students will combine research and narrative skills and techniques to 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, characters, or both; 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.  f. Provide a concluding statement or section that follows from the information or explanation presented. | **Going Forward:**  Students will combine research and narrative skills and techniques to write a historical narrative based on real 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, characters, or both; 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.  f. Provide a concluding statement or section that follows from the information or explanation presented. |
| **Present and Going Forward Vocabulary:** relevant descriptive details; well-structured event sequences;  Context; point of view; narrator; characters; event sequence; dialogue; pacing; transition words, phrases, and clauses; sensory language. | | |

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| **Career Connections: educator, writer, editor, researcher, archivist.** |

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| **Advanced Understanding & Activity (Alternate activity):**  **The students will research a significant historical event, focusing on the stories of people involved in the events. The students will create presentations in which they provide maps, photos, art, architecture, cultural trends, major events, and other details to provide a background for their story. The students will then write first-person, eyewitness narratives based on the historical event.**  **This assignment can be used as a follow-up assignment to 7:21, in which students create two-page newspapers on a significant historical event.** |

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| **Literature Connections/Resources:**   * <http://readingandwritingproject.com/resources/student-writing/middle-school.html> * <http://readingandwritingproject.com/news/things-to-keep-in-mind-when-teaching-historical-fiction-writing.html> * <http://www.stephaniedray.com/wp-content/uploads/2012/03/KidsHandoutHistFic.pdf> * <http://historicalfiction-middleschool.wikispaces.com/> * Prezi.com * Ahead.com * Microsoft PowerPoint |

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| **ALCCRS: 7.23**  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 20-22 above.) | | |
| **Mastered:**  Student can 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 20-22 above.) | **Present:**  Student will demonstrate clear and coherent writing in which the development, organization, and style appropriate to task, purpose, and audience. | **Going Forward:**  Student will demonstrate clear and coherent writing by writing a variety of styles on the same topic to meet the needs of task, purpose, and audience. |
| **Present and Going Forward Vocabulary:** clear and coherent writing; development; organization; style; task; purpose; audience. | | |

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| **Career Connections:** theater, educator, writer, editor,  attorney, research, sales, advertising, marketing, public relations. |

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| **Advanced Understanding & Activity (Alternate activity):**  The students will choose a current event topic (approved by the teacher) and choose three different methods of writing to meet the task, purpose, and audience. For example, writing about an important election to inform an audience on the issues and the candidate’s stances, persuade an audience to choose a topic, and to entertain an audience about the conflicts between the candidates and their parties.  The students will then choose one of the three written pieces and present it either to the class or on video, paying particular attention to the task, purpose, and audience. |

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| **Literature Connections/Resources:**   * [**http://www.wwnorton.com/college/english/write/fieldguide/rhetorical1.asp**](http://www.wwnorton.com/college/english/write/fieldguide/rhetorical1.asp) * <http://writinginthecontentareas.pbworks.com/f/Real-World%20Writing.pdf> * [**http://www.pbs.org/wgbh/pages/frontline/teach/are-we-safer/index.html**](http://www.pbs.org/wgbh/pages/frontline/teach/are-we-safer/index.html) * <http://www.hagercc.com/Documents/Planning%20Template%20Direct%20Prompt%20with%20Example.pdf> * <http://www.nwp.org/cs/public/print/resource/quarterly/1997no3/slagle.html> * <http://www.nwp.org/cs/public/download/nwp_file/15440/Wise_Eyes.pdf?x-r=pcfile_d> |

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| **ALCCRS: 7.24**  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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) | | |
| **Mastered:**  Students can 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-7.) | **Present:**  Students will respond to feedback from adults and peers and use the steps in the writing process (planning, revising, editing, rewriting, or trying a new approach) to create final drafts that demonstrate an ability to address purpose and audience. | **Going Forward:**  Students will respond to feedback from adults and peers and use the steps in the writing process (planning, revising, editing, rewriting, or trying a new approach) to create final drafts in three forms (expository, persuasive, narrative, and poetry) that demonstrate an ability to address purpose and audience. |
| **Present and Going Forward Vocabulary:** planning; revising; editing; rewriting; trying a new approach; purpose; audience. | | |

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| **Career Connections:** educator, writer, editor, attorney, sales, advertising, marketing, public relations. |

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| **Advanced Understanding & Activity (Alternate activity):**  This lesson will require students to initially avoiding sharing specific information about their writing or editing with other students.  The students will address one assigned specific topic by writing in four different forms of writing (expository, persuasive, narrative, and poetry). The students will then type all four works and instead of including their names, they will choose a four-digit number code. Those four works will then be randomly assigned to four peer editors, who will make corrections and offer suggestions and constructive feedback, focusing on how well purpose and audience have been addressed. The teacher will then edit those works based on how well purpose and audience have been addressed. Finally, those four works will then be returned to the original writer, who will revise and produce final drafts of all four works.  This lesson could also be adapted across the curriculum for use with social studies or science classes. Students would also be assessed according to a rubric and set of standards established by a social studies or science class. |

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| **Literature Connections/Resources:**   * <http://www.colby.edu/writers.center/peerediting.html> * <http://www.readwritethink.org/classroom-resources/lesson-plans/peer-edit-with-perfection-786.html> * <http://www.learner.org/workshops/middlewriting/images/pdf/W8ReadMotivating.pdf> * <http://www.readwritethink.org/classroom-resources/printouts/editing-checklist-self-peer-30232.html> * <http://writing2.richmond.edu/writing/wweb/peeredit.html> |

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| **ALCCRS: 7.25**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  **Students will use technology, including the Internet, to produce and publish writing; search for writing contests and publishing opportunities; interact and collaborate with others, including linking to and citing sources.** | **Going Forward:**  **Students will write and publish a short story, poem, or essay to appropriate contest or publishing web sites.** |
| **Present and Going Forward Vocabulary:**  **Publish; linking and citing sources;** | | |

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| **Career Connections:**  Writer, educator, editor, publishing, marketing, psychology |

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| **Advanced Understanding & Activity (Alternate activity):**  **Students will search through approved websites for the appropriate and choose the appropriate contest and publishing opportunities; students will select short story, poetry, and essay selections to enter their work in contests and publish their writing on-line.**  **Students will collaborate on short stories; select a topic; discuss characters, plot, and literary elements; take turns to independently write the next section of the story. Students will collectively edit the story, discuss the direction and completion of the story; and choose the appropriate source for publishing.** |

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| **Literature Connections/Resources:**   * Local, state, national contests * <http://clubs.scholastic.com/programs/contests.shtml> * <http://www.nwp.org/cs/public/print/resource/3138> * <http://www.ciese.org/tutorials/studentpub/resources.htm> |

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| **ALCCRS: 7.26**  Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | | |
| **Mastered:**  Students can conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **Present:**  Students will conduct short research projects to answer related questions, drawing on several sources and generating additional related, focused questions for further research and investigation. | **Going Forward:**  Through short research projects to answer related questions, students will work together to draw on several sources to generate additional focused questions for further research and investigation. |
| **Present and Going Forward Vocabulary: research projects; generate; related, focused questions; investigation** | | |

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| **Career Connections:** educator, writer, editor, archivist/historian, attorney, sales, advertising, marketing, public relations. |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will work in groups to choose and address a topic open to significant debate (i.e., the future of NASA space shuttle program; reliance on standardized testing in public education; the economic value of a college education). Individual students within the group will choose various aspects of the debate and research those aspects. Students will then come together to compare research and reach a consensus of opinion on their topics. Students will then create a multifaceted research presentation involving oral presentation, multimedia, and a research paper. |

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| **Literature Connections/Resources:**   * <http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper-1155.html> * <http://thewritesource.com/books/handbooks/writers_inc/> * <http://www.acdsnet.org/uploads/file/library/MS_Research_Guide.pdf> * <http://www.middleschooldebate.com/topics/topicresearch.htm> * Prezi.com * Ahead.com |

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| **ALCCRS: 7.27**  Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | |
| **Mastered:**  Student can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Present:  Students research topics and gather relevant information from a variety of sources; they assess the credibility and accuracy of their sources, and avoid plagiarism. | **Going Forward:**  Students will continue to work with sources of information. They will compile a flipbook containing their sources and notes to share with others on a blog or website. |
| Present and Going Forward Vocabulary: **relevant, Boolean, credibility, accuracy, paraphrase, plagiarism, citation** | | |

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| **Career Connections:**  **Writer, editor, educator, librarian, public relations, marketing, sales, public speaking, psychology** |

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| **Advanced Understanding & Activity (Alternate activity):**  **The students will choose a famous person from history and read their biography. At the completion of the book, they will now use various sources to research that person’s life. Instead of writing a paper, they will create a word document of sources and information that could be used to write a paper. They will practice all the skills they have to do the research. When they have completed the research process, they will write their notes and works cited page on a word document that is in linear order. They will save their word document as a PDF file. They will then use that PDF file to create a flip book that can be shared on a blog or website. This flip book is a much more interesting visual presentation that can also contain photos. It will allow for the process of researching to be fundamental and will allow the students to focus their attention of making sure they are finding enough information, citing it correctly and not plagiarizing.** |

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| **Literature Connections/Resources:**   * <http://www.flipsnack.com/> * <http://www.avl.lib.al.us/> * <http://www.infoplease.com/> * <http://www.biography.com/> * School Media Center |

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| **ALCCRS: 7.28**  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).  b. Apply *Grade 7 Reading standards* to literary nonfiction (e.g. ―Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). | | |
| **Mastered:**  Students can 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).  b. Apply *Grade 7 Reading standards* to literary nonfiction (e.g. ―Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims). | **Present:**  Students use evidence from literary or informational texts to support analysis, reflection and research. They compare and contrast fictional parts of time with a historical account of the same period, and evaluate textual information for purpose and task. | **Going Forward:**  They will create a QR scavenger hunt using the skills they have acquired to compare and contrast historical fiction with actual history OR they will create a scavenger hunt about an actual historic event. |
| **Present and Going Forward Vocabulary: analysis, reflection, evaluate, assessing, relevant, sufficient** | | |

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| **Career Connections: Writer, editor, educator, public relations, marketing, sales, public speaking** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will use a QR code generator to create a PowerPoint scavenger hunt. Each slide will present a different question and the QR code will be used to take the “hunter” to a specific webpage that will contain the answer to the question. Students can take facts from a historical fiction novel and create their questions. It will be up to the creator of the questions to formulate them in such a way that the “hunter” has to decide by the information read on the webpage whether or not the historical facts are accurate or embellished. This activity will create a challenge for both the scavenger hunt creator and the “hunter.” |

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| **Literature Connections/Resources:**   * How to make a QR code: <http://qrcode.kaywa.com/> * Historical fiction novels: <http://www.historicalnovels.info/Young-Adult-Historical-Novels.html> * PowerPoint * School Media Center * Library Media Specialist/Librarian |

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| **ALCCRS: 7.29**  Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. | | |
| **Mastered:**  Students can write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. | **Present:**  Students will write routinely about a specific topic over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. | **Going Forward:**  Students will examine a specific topic over extended time frames by writing routinely, including time for research, reflection, and revision. |
| **Present and Going Forward Vocabulary: extended time frames; research, reflection, and revision;** discipline-specific tasks, purposes, and audiences. | | |

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| **Career Connections:** educator, writer, editor, archivist/historian, attorney, sales, advertising, marketing, public relations**.** |

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| **Advanced Understanding & Activity (Alternate activity): Student will conduct research from a number of sources on an on-going topic (i.e., election, political issue, investigation, scientific discovery, athletic season), and write a series of research-based essays or articles as the story evolves over time. This lesson can be carried out over the course of a month, a quarter, or a semester.**  **Across the curriculum with social studies and current events.** |

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| **Literature Connections/Resources:**   * <http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper-1155.html> * <http://thewritesource.com/books/handbooks/writers_inc/> * <http://www.acdsnet.org/uploads/file/library/MS_Research_Guide.pdf> * <http://www.middleschooldebate.com/topics/topicresearch.htm> * Prezi.com * Ahead.com |

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| **ALCCRS: 7.30**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views. | | |
| **Mastered:**  Students can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *Grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views. | **Present:**  Students participate in group and whole-class discussion on a number of topics, texts and issues. Students refer to prepared material in discussions, which an emphasis on listening, order, appropriate response and inquiry, and an open mind toward diverse viewpoints. | **Going Forward:**  Students will now take what they know about informal discussions and debates and evolve toward a more formal approach by participating in a formal Lincoln-Douglas debate. They will be responsible for researching, listening, responding, and speaking. |
| **Present and Going Forward Vocabulary: : collaborative, diverse, modify, relevant, elaboration, probe** | | |

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| **Career Connections: Writer, editor, educator, public relations, marketing, sales, public speaking** |

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| **Advanced Understanding & Activity (Alternate activity):**  The teacher will discuss the Lincoln-Douglas debates and explain how the two men squared off in public forums each of them expressing their opinion on the subject of slavery. The teacher will then divide the class into affirmative or negative sides of the resolution. Student will research their side of the topic, preparing for the formal class debate. Following a modified version of the Lincoln-Douglas format, the students will then debate each other in front of their classmates following the protocols and rules of such debates. They will be allowed to express their own opinions as long as they have reasonable proof to back up their claims. The winners of each debate will be selected by the listening classmates. The students must be totally prepared and must be good listeners in order to be successful at this activity. |

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| **Literature Connections/Resources:**   * Lincoln-Douglas Debate Format: <http://ocw.mit.edu/courses/writing-and-humanistic-studies/21w-747-classical-rhetoric-and-modern-political-discourse-fall-2009/study-materials/MIT21W_747_01F09_study13.pdf> * <http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=336> * <http://www.nps.gov/liho/historyculture/debates.htm> * School Media Center * <http://www.ushistory.org/us/32b.asp> * [www.loc.gov](http://www.loc.gov) * Lincoln-Douglas debate topics: <http://www.nflonline.org/StudentResources/PastLincolnDouglasTopics> |

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| **ALCCRS: 7.31**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students are analyzing the main ideas and supporting details presented in diverse media and formats, including written, oral, and visual. They can also explain how the ideas presented clarify a topic, the text, or the issue. | **Going Forward:**  Students will now take the supporting ideas and main ideas and create a podcast. They will be responsible for writing, editing and creating. |
| **Present and Going Forward Vocabulary: analyze, diverse, visual, quantitatively, orally, clarify** | | |

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| **Career Connections: Writer, editor, educator, public relations, marketing, sales, public speaking** |

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| **Advanced Understanding & Activity (Alternate activity):**  The teacher will tell the students that they are about to listen to a radio play that was actually heard in 1938 in homes across the US. At its conclusion, each student will receive a transcribed version of the actual “War of the Worlds” radio play. In the ensuing discussion the students will learn that many people across the US believed that this radio show was actually true. Now, it is their turn to create their own “War of the Worlds.” Working in groups, the students are responsible for creating a Podcast (radio show) that could have played in 1938 that would have been believable. They can use a modern occurrence, give specific details, and create their radio show-including commercials- for that era. The podcast must be written in play form and it must include sound effects and multiple characters-including a narrator. It must be detailed and specific. All podcasts will be played and judged based on their believability and content. |

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| **Literature Connections/Resources:**   * <http://news.nationalgeographic.com/news/2005/06/0617_050617_warworlds.html> * <http://archive.org/details/OrsonWellesMrBruns> * <http://www.americanrhetoric.com/speeches/orsonwellswaroftheworlds.htm> * Garageband or Audacity; microphones; scripts * School Media Center * Media Specialist/Librarian |

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| **ALCCRS: 7.32**  Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | | |
| **Mastered:**  Students can delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | **Present:**  **Students will delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence within the specific context of a text.** | **Going Forward:**  **Student will write and create a speech mixing facts and speculation from a selected text, presenting it to an audience for discussion and debate.** |
| **Present and Going Forward Vocabulary:**  **Delineate; argument; debate; reasoning; relevance; evidence; context** | | |

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| **Career Connections:**  **Writer, editor, educator, public relations, marketing, sales, public speaking** |

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| **Advanced Understanding & Activity (Alternate activity):**  **Based on a story read by the class, student will move past the conclusion of the story to write and create a murder mystery speech, playing the part of a detective and mixing facts from the text and creative speculation beyond the text to create a mystery. The student will present the murder mystery speech to an audience for discussion and debate. The audience students will pay particular attention to claims from the solely from the text and claims created by the speaker and delineate between the two.** |

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| **Literature Connections/Resources:**   * <http://www.literaturecollection.com> * <http://www.bibliomania.com/> * <http://www.gutenberg.org/> * <http://www.online-literature.com/> * <http://www.literature.org/> * http://www.freeliterature.org/ * Classroom literature textbook. * School media center * <http://www.americanrhetoric.com/> |

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| **ALCCRS: 7.33**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students have currently presented some of their projects verbally in a coherent manner, using pertinent descriptions, facts, details and examples. They use appropriate eye contact, adequate volume, and clear pronunciation. | **Going Forward:**  They will take what they know about public speaking and now create, write, edit and present a persuasive speech that will have their book character speaking as if he/she is running for president. |
| **Present and Going Forward Vocabulary: salient, coherent, pertinent, appropriate, adequate, pronunciation** | | |

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| **Career Connections: Writer, editor, educator, public relations, marketing, sales, public speaking, librarian** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will watch Dr. Martin Luther King’s “I Have a Dream” speech and John F. Kennedy’s inauguration speech to get a clearer understanding of how emphasis and passion can affect a listener.  Using this understanding, the student will now take a character out of a novel and write a speech attempting to convince the audience that this character will be the best choice for US President. The student must memorize this speech and present it to the class. The speech must use descriptions, facts, details and examples. The speaker must use appropriate eye contact, adequate volume and clear pronunciation. The speaker must be passionate and must emphasize the qualifications this character has for the office. The speech will be written and presented in first person. |

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| **Literature Connections/Resources:**   * Dr. Martin Luther King- “I Have a Dream” speech * John F. Kennedy- Inauguration address * <http://www.readwritethink.org/files/resources/interactives/persuasion_map/> * Links to other famous speeches: <http://thespeechsite.com/en/famous.shtml> * School Media Center * Media Specialist/Librarian |

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| **ALCCRS: 7.34**  Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | |
| **Mastered:**  Students can include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | **Present:**  Students are somewhat proficient in computer use and can effectively use these components to clarify their claims and findings and emphasize salient points. | **Going Forward:**  Students will use their knowledge about a specific character in a novel to create a detailed, mock Facebook page to share with their classmates. |
| **Present and Going Forward Vocabulary: multimedia, components, clarify, emphasize, salient, mock** | | |

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| **Career Connections: Writer, editor, educator, public relations, marketing, sales, public speaking** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will use a template of a mock Facebook page to create an online presence for a character out of a novel they are reading or have previously read. The page must include all of the components, all words must be spelled correctly, all punctuation must be accurate. They must write in complete sentences and it must follow in the mode and tone of their character. They also must use accurate information about the character as it can be found in the book. If the information is not available, they may be creative but must write in the tone of their character. |

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| **Literature Connections/Resources:**   * <http://techtoolsforschools.blogspot.com/2010/01/facebook-project-template.html> * Powerpoint * School Media Center * Media Specialist/Librarian |

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| **ALCCRS: 7.35**  Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) | | |
| **Mastered:**  Student can adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 7 Language standards 36 and 38 for specific expectations.) | **Present:**  Students will adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | **Going Forward:**  Students will write and present speech as a character from friction to two separate audiences. |
| **Present and Going Forward Vocabulary:**  **Speech; context; text; audience; purpose; formal English** | | |

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| **Career Connections:**  **Writer, editor, educator, public relations, marketing, sales, public speaking** |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will write and present speech as a character from fiction to two separate audiences from different perspectives (historical eras, gender, ages, careers, beliefs, economics). The audience groups will work together to research and prepare their roles in the activity.  The student will receive advance notice on the content and purpose of one audience, while the teacher will present the second audience with short notice, asking the speaker to adapt and adjust quickly to the second audience. |

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| **ALCCRS: 7.36**  Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.  b. Explain the function of phrases and clauses in general and their function in specific sentences.  c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* | | |
| **Mastered:**  Students can demonstrate command of the conventions of Standard English grammar and usage when writing or speaking  a. Demonstrate knowledge of subject-verb agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence.  b. Explain the function of phrases and clauses in general and their function in specific sentences.  c. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\* | **Present:**  Students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. They understand subject-verb agreement, indefinite pronouns, compound subjects, phrases, clauses, and how to use simple, compound, and complex sentences, | **Going Forward:**  Students will be able to take their knowledge and understanding of all of these parts of speech and create their own sentences using them correctly and in a format that will test their ability to work in groups and to articulatethemselves correctly. |
| **Present and Going Forward Vocabulary:** clauses, simple, compound, complex, compound-complex, misplaced modifiers, dangling modifiers | | |

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| **Career Connections:**  Writer, editor, educator, librarian, public relations, marketing, sales, public speaking, psychology |

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| **Advanced Understanding & Activity (Alternate activity):**  Students will work in groups to create the “How to Be a Millionaire” game for their classmates. They will either write their own sentences or find sentences in stories, books, or newspapers that correlate with this standard. The teacher will create a handout that will show the students the types of sentences they are responsible for finding or creating. |

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| **Literature Connections/Resources:**   * Who Wants to Be a Millionaire Powerpoint Template: <http://jc-schools.net/tutorials/ppt-games/> * Writing and Grammar Books * Literature books * Newspapers * School Media Center * Media Specialist/Librarian |

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| **ALCCRS: 7.37**  Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).  b. Spell correctly. | | |
| **Mastered:**  Students can demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).  b. Spell correctly. | **Present:**  Students write effectively and use all the proper conventions of standard English. They spell words correctly and have gone beyond simple sentences to using more complicated and complex sentence structures. | **Going Forward:**  Students will use their command of the conventions of standard English to edit and publish newspaper stories and create a newspaper based on a book or play from their literature curriculum. |
| **Present and Going Forward Vocabulary:** conventions, coordinate adjectives, coordinating conjunctions | | |

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| **Career Connections:**  **Writer, editor, educator, librarian, public relations, marketing, sales, public speaking, psychology** |

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| **Advanced Understanding & Activity (Alternate activity):**  The teacher will show the students an example of a printed and online newspaper. The students will be introduced to the format and the design of newspapers. This will help create a sense of familiarity so that they will be able to create their own local newspaper.  The students will then choose a fairy tale and create a local newspaper based on that fairy tale. They will use a template, create sports, human interest, business, weather, local, celebrity, and national news articles. They will also include several ads in their newspapers. They will write each of their stories and then they will hand it to their “editor” (another student in their class) who will be responsible for checking grammar and spelling in all the stories, make the appropriate corrections and return it to the writer so they can make the corrections for their final publication. All stories can be posted on the classroom teacher’s blog (if available). |

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| **Literature Connections/Resources:**   * <http://newspapertemplate.net/> * Publisher, Word * Fairy tales: <http://www.cs.cmu.edu/~spok/grimmtmp/> * <http://www.nationalgeographic.com/grimm/> * <http://www.pitt.edu/~dash/grimmtales.html> * <http://www.gutenberg.org/files/2591/2591-h/2591-h.htm> * School Media Center * Media Specialist/Librarian |

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| **ALCCRS: 7.38**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* | | |
| **Mastered:**  Students can use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\* | **Present:**  Students will use conventions correctly when writing, speaking, and reading. They will also pause appropriately when reading out loud. They will use appropriate vocabulary and will be able to write with strong active vocabulary. | **Going Forward:**  Students will now use this knowledge to create their own vocabulary jingle that can be used to teach conventions in a motivating and catchy way |
| **Present and Going Forward Vocabulary: conventions, precise, concise, wordiness, redundancy, appropriate, fluency** | | |

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| **Career Connections:**  **Writer, editor, educator, librarian, public relations, marketing, sales, public speaking, psychology** |

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| **Advanced Understanding & Activity (Alternate activity):**  Teachers will show the DVD “Grammar Rocks” to their students highlighting the songs that teach about specific parts of speech and grammar. Students will then be placed into pairs. Each pair will be responsible for writing their own jingle about a part of speech. After the jingle has been written, the two will be then handed a flip video camera where they can use Lego figures and their own voices to create their own “Grammar Rocks” video about their part of speech. They will be responsible for writing, filming and editing the video. These videos will be presented to the class. |

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| **Literature Connections/Resources:**   * DVD or video of School House Rocks, “Grammar Rocks” * Flip video cameras * Rhyming dictionary * [www.dictionary.com](http://www.dictionary.com) * School Media Center * Media Specialist/Librarian |

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| **ALCCRS: 7.39**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | | |
| **Mastered:**  Students can Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 7 reading and content*, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **Present:**  Students determine and clarify the meaning of words and phrases uses context clues, Latin and greek prefixes and suffixes, dictionaries, and prior knowledge. | **Going Forward:**  Students will use their knowledge of how Greek and Latin roots have been used to define words in the English langauge to create their own nouns and verbs that could have been used by JK Rowling as spells in her “Harry Potter” books. |
| **Present and Going Forward Vocabulary: inferred, context, clarify, precise, affix, context** | | |

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| **Career Connections:**  **Writer, editor, educator, librarian, public relations, marketing, sales, public speaking, psychology** |

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| **Advanced Understanding & Activity (Alternate activity):**  The teacher will show how JK Rowling used a combination of real Latin and Greek nouns and verbs along with some made-up vocabulary to create magic spells. An example of that is: “Oculus Reparus” which can be defined as Eye Repair.  Students will take Latin nouns and verbs and create flash cards defining them using [www.flashcardmachine.com](http://www.flashcardmachine.com)  They will then take those verbs and nouns, add –us to the end of each to create their own magic spells. The spells must make sense and must follow the guidelines that have been outlined by the classroom teacher.  They will then create another set of flashcards with their magic spells. These flashcards will be used by the entire class to see which group can define the most. |

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| **Literature Connections/Resources:**   * Harry Potter books * [www.flashcardmachine.com](http://www.flashcardmachine.com) * [www.Dictionary.com](http://www.Dictionary.com) * <http://www.macroevolution.net/root-word-dictionary.html> * School library media center * Media Specialist/Librarian |

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| **ALCCRS: 7.40**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). | | |
| **Mastered:**  Students can demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). | **Present:**  Students can effectively use and understand figurative language such as similes, metaphors, oxymorons, and hyperboles.They understand the relationship between words and can distinguish among words with similar definitions. | **Going Forward:**  Students will be able to see how figurative language, word relations and nuances are used not only by native speakers, but are very popular in current song writing, poetry writing, and literature. |
| **Present and Going Forward Vocabulary:** figurative language, simile, metaphor, oxymoron, hyperbole, allusions, connotations, denotations, nuances | | |

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| **Career Connections:** Writer, editor, educator, librarian, public relations, marketing, sales, public speaking, psychology |

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| **Advanced Understanding & Activity (Alternate activity):**  The teacher will quickly define similes, metaphors, oxymorons and hyperboles giving specific examples for the students to see.  The students will then take their knowledge and understanding of the words to the media center where they will use poetry books to find examples of each from different poems and poets. They will then use computers to find examples of each word in different song lyrics. Using all of their examples, they will create a prezi that will creatively combine their examples along with photos and cartoons they can find that can define it in either a meaningful or humorous way. |

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| **Literature Connections/Resources:**   * [www.prezi.com](http://www.prezi.com) * [www.dictionary.com](http://www.dictionary.com) * <http://www.poets.org/> * <http://www.poetryfoundation.org/> * <http://www.songlyrics.com/> * <http://www.azlyrics.com/> * School Media Center * Media Specialist/Librarian |

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| **ALCCRS: 7.41**  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. | | |
| **Mastered:**  Students can 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. | **Present:**  Students will use grade-appropriate general academic and domain specific words and phrases in their discussions and in their writing. They will be able to effectively use context clues when defining unfamiliar words in their reading. | **Going Forward:**  Students will begin to research the Greek and Latin roots of words. They will begin to create a dictionary of simple root words and add vocabulary to those roots that fit the definition. |
| **Present and Going Forward Vocabulary:** academic vocabulary, domain, comprehension, expression, Greek, Latin, prefix, suffix, root | | |

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| **Career Connections: Writer, editor, educator, librarian, public relations, marketing, sales, public speaking, psychology** |

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| **Advanced Understanding & Activity (Alternate activity):**  The teacher will show simple Greek and Latin prefixes and suffixes to the students. The students will then research more complex Greek and Latin root words. They will then create a dictionary of those root words, along with their definitions. Working in groups, they will then brainstorm all the English language words that will fit on the pages of their Greek and Latin roots, along with their definitions (using what they know about the root words only).They will then create a jeopardy game (using a template) to use as a competition for their classmates. |

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| **Literature Connections/Resources:**   * <https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm>?... * <http://www.factmonster.com/ipka/A0907017.html> * <http://www.macroevolution.net/root-word-dictionary.html> * [www.dictionary.com](http://www.dictionary.com) * Library Media Center * Media Specialist/Librarian * <http://jeopardylabs.com/> * <http://office.microsoft.com/en-us/templates/jeopardy-game-TC030004943.aspx> |