

Map: **ELA-Grade 7** Grade Level: **7**District: **Island Trees**Created: **08/28/2009** Last Updated: **08/28/2009**

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p>UNIT 1: APPEARANCES TO THE CONTRARY/THINGS ARE NOT ALWAYS WHAT THEY SEEM</p> <p>LITERATURE: Can it be possible to live in a perfect world/society?</p> <p>In what ways would it be a bad thing for everyone to be exactly the same?</p> <p>What does the expression "Be careful what you wish for" or "Things are not always what they seem" mean?</p> <p>ELA PREPARATION: How can we use reading comprehension strategies to improve our understanding of literature?</p> <p>What note-taking procedures are useful during a listening exam?</p> <p>How can we use supporting textual evidence to improve our essay writing?</p> <p>How can we use voice to capture our audience's attention?</p> <p>EDITING AND REVISION: How can learning proofreaders' marks be helpful in our writing?</p> <p>How can we edit and revise our work to improve our writing?</p> <p>VOCABULARY: Why is it important to learn new words?</p> <p>How can expanding our vocabulary with new words improve our writing?</p> <p>PORTFOLIO: How can we strengthen our written expression through self-and peer- selection and reflection?</p>	<p>LITERATURE: <i>REQUIRED NOVEL:</i> <i>The Giver</i></p> <p><i>SHORT STORIES:</i> (Choose at least 7) "The Smallest DragonBoy" "Lose Now, Pay Later" "Charles" "Waters of Gold" "The Emperor's New Clothes" "The Fitting of the Slipper" "A Crush" "Echo and Narcissus" "Lazy Peter and His Three-Cornered Hat"</p> <p><i>POETRY:</i> "The Way It Is" "Without Commercials" "No-Wall Wall"</p> <p><i>LITERARY ELEMENTS:</i> plot, theme, setting, euphemism, irony, rising action, falling action, climax</p> <p>ELA PREPARATION: Test-Taking Strategies Review Multiple Choice Strategies Reading Comprehension Strategies Notetaking, marginal notes, underlining, highlighting, question analysis Introductions, thesis statements, topic sentences, paragraphing, transitions, conclusions</p>	<p>LITERATURE: Identify plot, theme, setting, euphemism, irony, rising action, falling action, climax</p> <p>Identify the qualities that make Jonah's society "perfect"</p> <p>Recall information after listening to an audio tape</p> <p>Apply information to essay</p> <p>Apply <i>The Giver</i> situations to our lives</p> <p>Identify euphemisms in <i>The Giver</i>/write new examples</p> <p>Recognize recurring themes in the literature</p> <p>Interpret characters, plot, setting, theme using evidence from the text</p> <p>Read silently and aloud from a variety of genres, authors, and themes</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Extend understanding of texts by relating content to personal experiences, other texts, and/or events</p> <p>Participate in group discussions to further understanding and response to reading</p> <p>Identify and analyze points of view presented in written texts</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p>	

<p>How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?</p>	<p><i>NOTE:</i></p> <p>Due to the nature of the 7th grade assessment, focus for quarter one and quarter two should be on reading comprehension, short answer responses, and listening skills/tasks.</p> <p><i>PRACTICE:</i></p> <p>Comprehensive Reading and Writing Assessment Test B:</p> <p>(Purple Book):</p> <p><i>READING COMPREHENSION:</i> "Over the Falls," "The Search for Alien Life,"</p> <p>"To My Brother"</p> <p><i>LISTENING:</i></p> <p>"Father to Son" & "Father to Daughter"</p> <p><i>READING AND WRITING:</i></p> <p>"The Death of Lincoln" & "A Nation's Strength"</p> <p><i>FORMAL ELA PRACTICE 2001: (Required-Graded)</i></p> <p><i>READING COMPREHENSION:</i> "Sunshine Lewis: A Wild Volunteer"</p> <p><i>LISTENING:</i> "Renaissance Cookery" "Legacy of the Renaissance"</p> <p><i>READING AND WRITING:</i> "America's First Ladies" "The Secret President"</p> <p><i>INDEPENDENT:</i> Changing Roles of Women</p> <p>EDITING AND REVISION:</p> <p>Editing and proofreading marks <i>Write Source Daily Language Workouts</i> book</p> <p>Editing sentences and paragraphs</p>	<p>Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations</p> <p>Read grade-level texts with appropriate expression, phrases, and rate of reading</p> <p>Compare and contrast information from a variety of different sources</p> <p>Recognize that one text may generate multiple interpretations</p> <p>Identify the author's point of view</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text</p> <p>ELA PREPARATION:</p> <p>Review introductions, thesis statements, topic sentences, paragraphing, transitions, conclusions</p> <p>Apply reading comprehension skills-read and highlight directions, preview questions, look at pictures, read passage, underline/marginal notes, answer questions and check passages for answers</p> <p>Effective note taking-set up X notes, switch pens, main ideas/supporting details</p> <p>Interpret ELA questions for meaning and understanding-know what the question is asking</p> <p>Recall significant ideas and details, and describe the relationships between and among them</p> <p>Distinguish between relevant and</p>		<p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K2-2B [2004]</p>	
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	irrelevant information
Commas, semi-colon, colon	Use a variety of comprehension strategies to support understanding and response to reading
VOCABULARY:	
<i>Vocabulary Workshop</i> units 1-3	Listen actively and attentively, for an extended period of time, to a variety of texts read aloud
Review Units 1-3	
PORTFOLIO:	
Introduce portfolio assessment	Produce essays that include sufficient supporting textual details to effectively answer questions
	Evaluate work based on checklists and rubrics
	Proofread, edit and revise all work
	Use voice to improve independent essays
	Use outlines and graphic organizers
	Use paraphrase and quotations correctly
	Include relevant and exclude irrelevant information
	Connect, compare, and contrast ideas and information from one or more sources
	Support ideas with examples, definitions, analogies, and direct references to the text
	Write accurate and complete responses to questions about informational material
	Understand the purpose for writing
	Identify the intended audience
	EDITING AND REVISION:
	Correctly use comma, semi-colon and colon
	Use editing and proofreading marks in "editing paragraphs" and original work
	Identify and correct errors in "editing paragraphs"

and original work

Observe the rules of punctuation, capitalization, and spelling

Write for intended audience and understand purpose of writing: explain, describe, narrate, persuade, etc.

Use tone and language for appropriate audience

Use prewriting activities: Brainstorming, freewriting, note-taking, outlining

Use the "writing process": prewriting, drafting, revising, proofreading, editing

Write clear, concise sentences

Revise writing to improve organization, clarity, and coherence

Edit writing to adhere to the conventions of written English

Work collaboratively with peers to plan, draft, revise, and edit written work

Use signal words or phrases to produce organized, cohesive texts

VOCABULARY:

Define/memorize new vocabulary words

Recognize new words in context

Use new words properly in exercises and writing

Identifies synonyms and antonyms

Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis

Distinguish between dictionary meaning and implied meaning

PORTFOLIO:

			<p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
Unit 2	<p>UNIT 2: LEARNING FROM EXPERIENCE/A CHANGE OF HEART</p> <p>LITERATURE: How do we learn from our experiences and why would this be important?</p> <p>What is a lie?</p> <p>Can a lie ever simply be the omission of facts?</p> <p>What effect do first impressions have?</p> <p>How can first impressions be positive/negative?</p> <p>ELA PREPARATION: How can we use reading comprehension strategies to improve our understanding of literature?</p> <p>How can note-taking practice help us become better listeners?</p> <p>How can we use supporting textual evidence to improve our essay writing?</p> <p>How can we use voice to capture our audience's attention?</p> <p>EDITING AND REVISION: How are our editing and revision skills helping us to improve our writing?</p> <p>VOCABULARY: How can we use context clues to determine meaning of new words? What techniques can we use to learn new words?</p> <p>PORTFOLIO: How can we strengthen our written expression through</p>	<p>LITERATURE: <i>REQUIRED NOVEL:</i> <i>Nothing But the Truth</i></p> <p><i>SHORT STORIES:</i> (Choose at least 7) "Koden" "Thank You, Ma'm" "Last Cover" "What I Want to be When I Grow Up" "War of the Wall" "The Medicine Bag" "Say it with Flowers" "A Conversation with My Dogs"</p> <p><i>TELEPLAY:</i> "Monsters Are Due on Maple Street"</p> <p><i>POETRY:</i> "The Pasture" "A Time to Talk" "I Was Born Today"</p> <p><i>DRAMA:</i> <i>A Christmas Carol</i></p> <p><i>NON-FICTION:</i> "I Am a Native of North America"</p>	<p>LITERATURE: Identify plot, theme, point of view, irony, author's purpose, internal/external conflict, characterization, inference, exposition, exaggeration, flashback</p> <p>Make inferences/predictions within selected readings</p> <p>Relate novel/story situations to their own lives</p> <p>Compare/contrast Scrooge throughout drama</p> <p>Interpret poetry and relate poems to our theme for the unit</p> <p>Determine how the use and meaning of literary devices convey the author's message or intent</p> <p>Recognize how the author's use of language creates images or feelings</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Recognize recurring themes in the literature</p> <p>Interpret characters, plot, setting, theme using evidence from the text</p> <p>Read silently and aloud from a variety of genres, authors, and themes</p>	<p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p>	

self and peer selection and reflection?			ELA3-K2-2A [2004]
How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?	<p><i>LITERARY ELEMENTS:</i> plot, theme, point of view, irony, author's purpose, internal/external conflict, characterization, inference, exposition, exaggeration, flashback</p> <p><i>DRAMA ELEMENTS:</i> act, characters, dialogue, plot, resolution, scene, setting, stage directions</p> <p>ELA PREPARATION:</p> <p>(Quarter 2 focus on short answer responses, reading comprehension, and listening exercises)</p> <p><i>PRACTICE:</i></p> <p><i>Comprehensive Reading and Writing Assessment Test A</i> (purple book)</p> <p><i>READING COMPREHENSION:</i> "Queen Bess," "A Trip to My Grandparents' House," "If Wishes Came True"</p> <p><i>LISTENING:</i> "Great Expectations" and "A Change of Heart"</p> <p><i>READING AND WRITING:</i> "The Star-Spangled Story" and "Hope"</p> <p><i>FORMAL ELA PRACTICE: 1999 (Formal-Graded)</i></p> <p><i>READING COMPREHENSION:</i> "The Worst Day"</p> <p><i>LISTENING:</i> "Pacific Crossing"</p> <p><i>READING AND WRITING:</i> "Albania to Boston"</p> <p><i>INDEPENDENT:</i> Student visiting from another country</p>	Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes	ELA3-K2-2B [2004]
		Extend understanding of texts by relating content to personal experiences, other texts, and/or events	ELA3-K2-2D [2004]
		Participate in group discussions to further understanding and response to reading	ELA4-K1-1A [2004]
		Identify and analyze points of view presented in written texts	ELA4-K1-1B [2004]
		Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations	ELA4-K2-2B [2004]
		Read grade-level texts with appropriate expression, phrases, and rate of reading	
		Compare and contrast information from a variety of different sources	
		Recognize that one text may generate multiple interpretations	
		Identify the author's point of view	
		Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives	

Continued: test-taking strategies, multiple choice strategies, reading comprehension strategies, notetaking, marginal notes, underlining, highlighting, question analysis	Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text
Continued: introductions, thesis statements, topic sentences, paragraphing, transitions, conclusions	<p>ELA PREPARATION:</p> <p>Analyze and apply the language of listening rubrics, reading/writing rubrics, and independent rubrics</p>
<p>EDITING AND REVISION:</p> <p>Editing and proofreading marks <i>Write Source Daily Language Workouts</i> book</p>	Recognize and use appropriate textual support in writing
Editing sentences and paragraphs	Revise and edit own and other's work based on rubrics and checklists
Practice: Punctuating dialogue, punctuating titles, hyphen, apostrophes	Use outlines and graphic organizers
<p>VOCABULARY:</p> <p><i>Vocabulary Workshop</i> units 4-6</p>	Understand the purpose for writing
Review Units 4-6	Identify the intended audience
Cumulative Review I	Use paraphrase and quotations correctly
<p>PORTFOLIO:</p> <p>Continue portfolio assessment</p>	Include relevant and exclude irrelevant information
	Connect, compare, and contrast ideas and information from one or more sources
	Support ideas with examples, definitions, analogies, and direct references to the text
	Write accurate and complete responses to questions about informational material
	Listen actively and attentively, for an extended period of time, to a variety of texts read aloud

EDITING AND REVISION:

Correctly punctuate dialogue and titles

Use hyphens and apostrophes appropriately

Use editing and proofreading marks in "editing paragraphs" and original work

Identify and correct errors in "editing paragraphs" and original work

Understand the purpose for writing and identify audience

Revise writing to improve organization, clarity, and coherence

Work collaboratively with peers to plan, draft, revise, and edit written work

Edit writing to adhere to the conventions of written English

Work collaboratively with peers to plan, draft, revise, and edit written work

Use prewriting activities

Write clear, concise, varied sentences

Use correct grammatical construction

Use signal/transitional words or phrases

VOCABULARY:

Define/memorize new vocabulary words

Recognize new words in context

Use new words properly in exercises and writing

Identifies synonyms and antonyms

Determine the meaning of unfamiliar words by using

			<p>context clues, a dictionary, and structural analysis</p> <p>Distinguish between dictionary meaning and implied meaning</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
Unit 3	<p>UNIT 3: FRIENDSHIP/COMING OF AGE</p> <p>LITERATURE: Why do we form bonds and friendships with some people and not with others? What causes changes in these bonds we have formed? How do people we are close to affect our decisions and our lives?</p> <p>ELA PREPARATION: How can our understanding of the language of rubrics and checklists help us to become better writers?</p> <p>EDITING AND REVISION: What kind of progress are we seeing in our writing? What techniques have been most helpful in our editing and revision?</p> <p>VOCABULARY: How can doing vocabulary exercises aid in improving our reading and writing skills?</p> <p>PORTFOLIO: How can we strengthen our written expression through self and peer selection and reflection?</p>	<p>LITERATURE:</p> <p><i>REQUIRED NOVELS:</i> <i>That Was Then, This is Now</i></p> <p><i>SHORT STORIES:</i> "The Amigo Brothers" "The Christmas Hunt" "Boy: Tales of Childhood" "Hollywood and the Pits"</p> <p><i>LITERARY ELEMENTS:</i> Setting, point of view, character traits, supporting evidence plot, theme, foreshadowing, irony</p> <p>Revolutionary War causes and effects</p> <p>ELA PREPARATION: After the 7th grade test, students can focus on full tasks</p> <p><i>FORMAL ELA</i></p>	<p>LITERATURE:</p> <p>Identify setting, point of view, character traits, supporting evidence plot, theme, foreshadowing, irony</p> <p>Identify irony in "Boy: Tales of Childhood" and in <i>My Brother Sam is Dead</i></p> <p>Recall information about the Revolutionary War through a KWL chart</p> <p>Discuss point of view in all literary works and purpose behind chosen point of view</p> <p>Identify purpose of reading</p> <p>Recognize recurring themes in the literature</p> <p>Read silently and aloud from a variety of genres, authors, and themes</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Extend understanding of texts by relating content to personal experiences, other texts, and/or events</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F</p>	

<p>How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?</p>	<p><i>PRACTICE: Sampler (Required-Graded)</i></p> <p><i>READING COMPREHENSION: "Vinegar Hill"</i></p> <p><i>LISTENING: "Buffalo Bird Woman"</i></p> <p><i>READING AND WRITING: "Sylvia's Shop"</i></p> <p><i>INDEPENDENT: Overcoming Obstacles</i></p> <p>Continued: test-taking strategies, multiple choice strategies, reading comprehension strategies, notetaking, marginal notes, underlining, highlighting, question analysis</p> <p>Continued: introductions, thesis statements, topic sentences, paragraphing, transitions, conclusions</p> <p>EDITING AND REVISION:</p> <p>Editing and proofreading marks <i>Write Source Daily Language Workouts</i> book</p> <p>Editing sentences and paragraphs</p> <p>Practice: Using the right word, subject predicate, types of sentences, fragments, run-ons</p> <p>VOCABULARY:</p> <p>Vocabulary Workshop units 7-9</p> <p>Review Units 7-9</p>	<p>Participate in group discussions to further understanding and response to reading</p> <p>Predict outcomes based on foreshadowing in literature</p> <p>Research Revolutionary War events</p> <p>Memorize and apply new vocabulary</p> <p>Compare and contrast characters within literary works</p> <p>Identify questions of personal importance and interest, and list works of literature that address them</p> <p>Identify the author's point of view</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text</p> <p>Identify and analyze points of view presented in written texts</p> <p>Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations</p> <p>Read grade-level texts with appropriate expression, phrases, and rate of reading</p> <p>Compare and contrast information from a variety of different sources</p> <p>Recognize that one text may generate multiple interpretations</p> <p>ELA PREPARATION:</p>	<p>[2004]</p> <p>ELA2-K2-2A [2004]</p> <p>ELA2-K2-2C [2004]</p> <p>ELA2-K2-2D [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p> <p>ELA4-K2-2B [2004]</p>	
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		<p>Cumulative Review II</p> <p>PORTFOLIO:</p> <p>Continue portfolio assessment</p>	<p>Improve reading comprehension skills</p> <p>Varying sentences</p> <p>Use voice in short response and extended responses</p> <p>Listen actively and attentively, for an extended period of time, to a variety of texts read aloud</p> <p>Practice ICE</p> <p>Demonstrate skills and expertise in using supporting details and textual evidence</p> <p>Understand the purpose for writing</p> <p>Identify the intended audience</p> <p>Identify a purpose for reading</p> <p>Use word recognition and context clues to read fluently</p> <p>Adapt listening strategies to different purposes and settings</p> <p>Use outlines and graphic organizers</p> <p>Use paraphrase and quotations correctly</p> <p>Include relevant and exclude irrelevant information</p> <p>Connect, compare, and contrast ideas and information from one or more sources</p> <p>Support ideas with examples, definitions, analogies, and direct references to the text</p>			
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Write accurate and complete responses to questions about informational material

EDITING AND REVISION: of sentences, fragments and run-ons

Use correct word choice in writing

Use editing and proofreading marks in "editing paragraphs" and original work

Identify and correct errors in "editing paragraphs" and original work

Students will observe the rules of punctuation, capitalization, and spelling

Write for intended audience and understand purpose of writing: explain, describe, narrate, persuade, etc.

Use tone and language for appropriate audience

Use the "writing process": prewriting, drafting, revising, proofreading, editing

Write clear, concise sentences

Revise writing to improve organization, clarity, and coherence

Edit writing to adhere to the conventions of written English

Work collaboratively with peers to plan, draft, revise, and edit written work

VOCABULARY:

Define/memorize new vocabulary words

Recognize new words in context

Use new words properly in exercises and writing

Identifies synonyms and

			<p>antonyms</p> <p>Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis</p> <p>Distinguish between dictionary meaning and implied meaning</p> <p>PORTFOLIO:</p> <p>Select pieces to revise and edit</p> <p>Self-and peer-reflect upon pieces</p> <p>Conference with teacher and/or peer</p> <p>Finalize pieces for placement in portfolio</p>		
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>UNIT 4: DISCRIMINATION/TOLERANCE FOR OTHERS LITERATURE:</p> <p>What is discrimination?</p> <p>What are some different forms of discrimination?</p> <p>What are the causes and outcomes of prejudice?</p> <p>How can reading fictional and nonfictional accounts of prejudice help broaden our understanding of discrimination and deepen our ability to promote tolerance?</p> <p>ELA PREPARATION: What strategies can we use to plan and organize ideas for writing? How can we revise our ELA essays to improve organization, clarity, and coherence?</p> <p>EDITING AND REVISION: How can we revise our writing to improve organization, clarity, and coherence?</p> <p>VOCABULARY: How has our writing improved since learning new vocabulary words? What can we do to expand our knowledge of new vocabulary words?</p> <p>PORTFOLIO: How can we strengthen our written expression through self and peer selection and reflection?</p> <p>How can we use portfolio assessment to display our growth as we develop our writing, editing, revising, and reflection skills?</p>	<p>LITERATURE:</p> <p><i>SUGGESTED NOVEL:</i></p> <p><i>Star Girl (7A, 7R)</i></p> <p><i>Freak the Mighty (7RP)</i></p> <p><i>SHORT STORIES:</i></p> <p>"Scholarship Jacket"</p> <p>"All Summer in a Day"</p> <p>"Revolt of the Evil Fairies"</p> <p>"The Chief's Daughter"</p> <p>"Three Letters from Teddy"</p> <p><i>NON-FICTION:</i></p> <p>"The Noble Experiment"</p> <p>"The Autobiography of Malcolm X"</p> <p>"The Quality of Courage"</p> <p><i>POETRY:</i></p> <p>"Making Sarah Cry"</p> <p>"It Happened in Montgomery"</p> <p>"What Do We Do With A Variation?"</p> <p><i>LITERARY ELEMENTS:</i> foil, autobiography, cause and effect, metaphor, simile, mood</p>	<p>LITERATURE:</p> <p>Identify foil, autobiography, cause and effect, metaphor, simile, mood</p> <p>Define discrimination</p> <p>Identify different forms of discrimination</p> <p>Demonstrate an understanding of similes and metaphors</p> <p>Express feelings about prejudice through an editorial</p> <p>Define and identify internal/external conflict</p> <p>Recognize recurring themes in the literature</p> <p>Interpret characters, plot, setting, theme using evidence from the text</p> <p>Read silently and aloud from a variety of genres, authors, and themes</p> <p>Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes</p> <p>Extend understanding of texts by relating content to personal experiences, other texts, and/or events</p> <p>Participate in group discussions to further understanding and response to reading</p> <p>Describe traits for each character</p>		<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1D [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K1-1F [2004]</p> <p>ELA2-K1-1A [2004]</p> <p>ELA2-K1-1B [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1D [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA2-K1-1F [2004]</p> <p>ELA3-K1-1A [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1B [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K1-1D [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A [2004]</p> <p>ELA4-K1-1B [2004]</p>	

		<p>ELA PREPARATION:</p> <p>ELA PRACTICE:</p> <p><i>FORMAL ELA PRACTICE 2002: (Required-Graded)</i></p> <p><i>READING COMPREHENSION:</i> "Ancient Disks Secret Message"</p> <p><i>LISTENING:</i> "Pasqual D'Angelo"</p> <p><i>READING AND WRITING:</i> "Vanishing Species" and "Operation Migration"</p> <p><i>INDEPENDENT:</i> Skill, talent, hobby</p> <p>Continued: test-taking strategies, multiple choice strategies, reading comprehension strategies, notetaking, marginal notes, underlining, highlighting, question analysis</p> <p>Continued: introductions, thesis statements, topic sentences, paragraphing, transitions, conclusions</p> <p>EDITING AND REVISION:</p> <p>Editing and proofreading marks <i>Write Source Daily Language Workouts</i> book</p> <p>Editing sentences and paragraphs</p> <p>Practice: Subject-verb agreement, double subjects, double negatives, combining sentences, noun, pronoun antecedent</p> <p>VOCABULARY:</p> <p><i>Vocabulary Workshop</i> units 10-12</p>	<p>Support character traits with evidence from literature</p> <p>Analyze sample editorials for point of view and persuasive language</p> <p>Identify point of view</p> <p>Identify the author's point of view</p> <p>Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives</p> <p>Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text</p> <p>Identify and analyze points of view presented in written texts</p> <p>Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations</p> <p>Read grade-level texts with appropriate expression, phrases, and rate of reading</p> <p>Compare and contrast information from a variety of different sources</p>		<p>ELA4-K1-1C [2004]</p> <p>ELA4-K1-1D [2004]</p>	
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		<p>Review Units 10-12 Cumulative Review III</p> <p>PORTFOLIO: Continue portfolio assessment</p>	<p>Recognize that one text may generate multiple interpretations</p> <p>ELA PREPARATION:</p> <p>Interpret directions, analyze questions, read for meaning, locate answers within the passage</p> <p>Use outlines and graphic organizers</p> <p>Use paraphrase and quotations correctly</p> <p>Include relevant and exclude irrelevant information</p> <p>Connect, compare, and contrast ideas and information from one or more sources</p> <p>Support ideas with examples, definitions, analogies, and direct references to the text</p> <p>Write accurate and complete responses to questions about informational material</p> <p>Listen actively and attentively, for an extended period of time, to a variety of texts read aloud</p> <p>Understand the purpose for writing</p> <p>Identify the intended audience</p>			
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VOCABULARY:

Define/memorize new vocabulary words

Recognize new words in context

Use new words properly in exercises and writing

Identifies synonyms and antonyms

Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis

Distinguish between dictionary meaning and implied meaning

PORTFOLIO:

Select pieces to revise and edit

Self-and peer-reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

EDITING AND REVISION:

Understand subject-verb agreement/double subjects

Combine sentences properly

Identify noun/pronoun antecedent

Use editing and proofreading marks in "editing paragraphs" and original work

Identify and correct errors in "editing paragraphs" and original work

Revise writing to improve

			<p>organization, clarity, and coherence</p> <p>Edit writing to adhere to the conventions of written English</p> <p>Work collaboratively with peers to plan, draft, revise, and edit written work</p> <p>Observe the rules of punctuation, capitalization, and spelling.</p> <p>Write for intended audience and understand purpose of writing: explain, describe, narrate, persuade, etc.</p>		
Unit 5	<p>LITERATURE: Why is it important to read independently and have literary discussion with our peers? How can independent study of literature help us to become better able to interpret literature?</p> <p>POETRY: What is poetry? How can reading and writing poetry help us to express our feelings? How can reading poetry improve our comprehension skills?</p> <p>What can we learn about ourselves and others through poetry?</p> <p>ELA PREPARATION: How have we learned to provide clear analysis, examples, details and reasons from the text in our writing?</p> <p>EDITING AND REVISION: How do we feel our writing has improved since learning proofreaders' marks and learning self- and peer- assessment skills?</p> <p>VOCABULARY: How has our writing improved since completing the <i>Vocabulary Workshop</i> books?</p> <p>PORTFOLIO: How can we strengthen our written expression through self and peer selection and reflection?</p> <p>How can we use portfolio</p>	<p>LITERATURE: Focus on independent novel and literature circles</p> <p>POETRY: "Casey at the Bat" "Barter" "Into the Sun" "Richard Cory" "Risks" "Tenement Room: Chicago" "First Lesson" "Ex-Basketball Player" "do not let" "Dreams" "The Courage My Mother Had" "Mother to Son" "Pretty Good" "Fifteen" Poetic Devices Graphic Organizer</p> <p>LITERARY ELEMENTS: Simile, metaphor, personification,</p>	<p>ELA PREPARATION: Analyze and apply the language of listening rubrics, reading/writing rubrics, and independent rubics</p> <p>Recognize and use appropriate textual support in writing</p> <p>Revise and edit own and other's work based on rubrics and checklists</p> <p>Use outlines and graphic organizers</p> <p>Use paraphrase and quotations correctly</p> <p>Include relevant and exclude irrelevant information</p> <p>Connect, compare, and contrast ideas and information from one or more sources</p> <p>Support ideas with examples, definitions, analogies, and direct references to the text</p> <p>Write accurate and complete responses to questions about informational material</p> <p>Listen actively and attentively, for an extended period of time, to a variety of texts read</p>	<p>ELA1-K1-1A [2004]</p> <p>ELA1-K1-1B [2004]</p> <p>ELA1-K1-1C [2004]</p> <p>ELA1-K1-1E [2004]</p> <p>ELA1-K2-2B [2004]</p> <p>ELA1-K2-2C [2004]</p> <p>ELA1-K2-2D [2004]</p> <p>ELA1-K2-2E [2004]</p> <p>ELA1-K2-2F [2004]</p> <p>ELA2-K1-1C [2004]</p> <p>ELA2-K1-1E [2004]</p> <p>ELA3-K1-1C [2004]</p> <p>ELA3-K2-2A [2004]</p> <p>ELA3-K2-2B [2004]</p> <p>ELA3-K2-2C [2004]</p> <p>ELA3-K2-2D [2004]</p> <p>ELA4-K1-1A</p>	

<p>assessment to display our growth as we develop our writing, editing, revising, and reflection skills?</p>	<p>alliteration, stanza, mood, tone, speaker, theme, imagery, inference, symbolism</p> <p>ELA PREPARATION:</p> <p>Continued: test-taking strategies, multiple choice strategies, reading comprehension strategies, notetaking, marginal notes, underlining, highlighting, question analysis</p> <p>Continued: introductions, thesis statements, topic sentences, paragraphing, transitions, conclusions</p> <p><i>FORMAL ELA PREPARATION: TEACHER-SELECTED</i></p> <p>Practice Reading Comprehension</p> <p>Listening and Writing</p> <p>Review of Reading and Writing Task (for Final Exam)</p> <p>Independent Essay</p> <p>EDITING AND REVISION:</p> <p>Editing and proofreading marks <i>Write Source Daily Language Workouts</i> book</p> <p>Editing sentences and paragraphs</p> <p>Practice: Adjectives, adverbs, prepositions, prepositional phrases, coordinating conjunctions</p> <p>VOCABULARY:</p> <p><i>Vocabulary Workshop</i> units 13-15</p> <p>Review Units 13-15</p> <p>Cumulative Review IV</p> <p>PORTFOLIO:</p> <p>Completed portfolio</p>	<p>aloud</p> <p>Understand the purpose for writing</p> <p>Identify the intended audience</p> <p>EDITING AND REVISION:</p> <p>Identify adverb, adjective, prepositions/phrases and coordinating conjunctions</p> <p>Use editing and proofreading marks in "editing paragraphs" and original work</p> <p>Identify and correct errors in "editing paragraphs" and original work</p> <p>Revise writing to improve organization, clarity, and coherence</p> <p>Edit writing to adhere to the conventions of written English</p> <p>Work collaboratively with peers to plan, draft, revise, and edit written work</p> <p>VOCABULARY:</p> <p>Define/memorize new vocabulary words</p> <p>Recognize new words in context</p> <p>Use new words properly in exercises and writing</p> <p>Identifies synonyms and antonyms</p> <p>Determine the meaning of unfamiliar words by using context clues, a dictionary, and structural analysis</p>	<p>[2004]</p> <p>ELA4-K1-1B</p> <p>[2004]</p>
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Distinguish between dictionary meaning and implied meaning

PORTFOLIO:

Select pieces to revise and edit

Self-and peer-reflect upon pieces

Conference with teacher and/or peer

Finalize pieces for placement in portfolio

Finalize portfolio for display at Learning Fair and final critique

LITERATURE:

Read independently

Discuss/critique novel with peers

Identify the author's point of view

Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in their own lives

Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text

Interpret characters, plot, setting, theme using evidence from the text

Read silently and aloud from a variety of genres, authors, and themes

Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes

Extend understanding of texts by relating content to personal experiences, other texts, and/or events

POETRY:

			<p>Describe mood, tone, theme of poems</p> <p>Identify simile, metaphor, alliteration, personification, imagery, symbolism in all poetry</p> <p>Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry, with assistance</p> <p>Interpret poetry</p> <p>Analyze poetry</p> <p>Extend understanding of texts by relating content to personal experiences, other texts, and/or events</p> <p>Use a variety of speaking techniques to make effective presentations</p> <p>Participate in group discussions to further understanding and response to reading</p> <p>Explain how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning</p> <p>Express feeling about poetry</p> <p>Write original poetry</p> <p>Recognize different levels of meaning</p> <p>Identify author's purpose</p> <p>Listen actively and attentively, for an extended period of time, to oral presentations</p> <p>Respond appropriately to what was heard</p> <p>Distinguish between dictionary meaning and implied meaning of author's words</p> <p>Listen respectfully and responsively</p> <p>Respond respectfully</p> <p>Use volume, tone, pitch, and rate appropriate to content and audience</p> <p>Establish and maintain eye</p>		
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		contact with audience		
Key to Standards used in this Map				
<p>ELA1-K1-1A [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience. [Intermediate]</p> <p>ELA1-K1-1B [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - compare and synthesize information from different sources. [Intermediate]</p> <p>ELA1-K1-1C [2004] [6 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - use a wide variety of strategies for selecting, organizing, and categorizing information. [Intermediate]</p> <p>ELA1-K1-1D [2004] [4 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - distinguish between relevant and irrelevant information and between fact and opinion. [Intermediate]</p> <p>ELA1-K1-1E [2004] [5 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - relate new information to prior knowledge and experience. [Intermediate]</p> <p>ELA1-K1-1F [2004] [3 occurrences] - ELA Standard 1 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details. [Intermediate]</p> <p>ELA1-K2-2B [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented. [Intermediate]</p> <p>ELA1-K2-2C [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - organize information according to an identifiable structure, such as compare/contrast or general to specific. [Intermediate]</p> <p>ELA1-K2-2D [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material. [Intermediate]</p> <p>ELA1-K2-2E [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2E - use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts. [Intermediate]</p> <p>ELA1-K2-2F [2004] [4 occurrences] - ELA Standard 1 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2F - use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling. [Intermediate]</p> <p>ELA2-K1-1A [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - read and view texts and performances from a wide range of authors, subjects, and genres. [Intermediate]</p> <p>ELA2-K1-1B [2004] [4 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature. [Intermediate]</p> <p>ELA2-K1-1C [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work. [Intermediate]</p> <p>ELA2-K1-1D [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - recognize different levels of meaning. [Intermediate]</p> <p>ELA2-K1-1E [2004] [5 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1E - read aloud with expression, conveying the meaning and mood of a work. [Intermediate]</p> <p>ELA2-K1-1F [2004] [3 occurrences] - ELA Standard 2 - Key Idea 1 [Listening and Reading] - Performance Indicator 1F - evaluate literary merit based on an understanding of the genre and the literary elements. [Intermediate]</p> <p>ELA2-K2-2A [2004] [3 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience. [Intermediate]</p> <p>ELA2-K2-2C [2004] [2 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice. [Intermediate]</p> <p>ELA2-K2-2D [2004] [3 occurrences] - ELA Standard 2 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English effectively. [Intermediate]</p> <p>ELA3-K1-1A [2004] [2 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1A - analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials. [Intermediate]</p> <p>ELA3-K1-1B [2004] [3 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1B - assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial). [Intermediate]</p> <p>ELA3-K1-1C [2004] [6 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1C - understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (E.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result.). [Intermediate]</p> <p>ELA3-K1-1D [2004] [6 occurrences] - ELA Standard 3 - Key Idea 1 [Listening and Reading] - Performance Indicator 1D - evaluate their own and others work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches. [Intermediate]</p> <p>ELA3-K2-2A [2004] [5 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2A - present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments. [Intermediate]</p> <p>ELA3-K2-2B [2004] [5 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2B - develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis). [Intermediate]</p> <p>ELA3-K2-2C [2004] [2 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2C - monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate). [Intermediate]</p> <p>ELA3-K2-2D [2004] [5 occurrences] - ELA Standard 3 - Key Idea 2 [Speaking and Writing] - Performance Indicator 2D - use standard English, precise vocabulary, and presentational strategies effectively to influence an audience. [Intermediate]</p> <p>ELA4-K1-1A [2004] [5 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1A - listen attentively to others and build on others ideas in conversations with peers and adults. [Intermediate]</p>				

ELA4-K1-1B [2004] [5 occurrences] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1B - express ideas and concerns clearly and respectfully in conversations and group discussions. [Intermediate]

ELA4-K1-1C [2004] [1 occurrence] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1C - learn some words and expressions in another language to communicate with a peer or adult who speaks that language. [Intermediate]

ELA4-K1-1D [2004] [1 occurrence] - ELA Standard 4 - Key Idea 1 [Listening and Speaking] - Performance Indicator 1D - use verbal and nonverbal skills to improve communication with others. [Intermediate]

ELA4-K2-2B [2004] [3 occurrences] - ELA Standard 4 - Key Idea 2 [Reading and Writing] - Performance Indicator 2B - use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message. [Intermediate]