

## English 7: Quarter 1

### Core Readings:

#### Short Stories

*Up the Slide*.....Jack London

*The Ransom of Red Chief*.....O. Henry

*A Boy and A Man*.....James Ramsey Ulman

*The Luckiest Time of All*.....Lucille Clifton

#### Novel:

*Once on this River*..... Sharon Denis Wyeth

STANDARD 1: READING, WRITING, LISTENING, & SPEAKING FOR INFORMATION AND UNDERSTANDING	STANDARD 2: READING, WRITING, LISTENING & SPEAKING FOR LITERARY RESPONSE AND EXPRESSION	STANDARD 3: READING, WRITING, LISTENING & SPEAKING FOR CRITICAL ANALYSIS AND EVALUATION	STANDARD 4: READING, WRITING, LISTENING & SPEAKING FOR SOCIAL INTERACTION
<p>Textbook information about authors, settings, literary elements</p> <p><b>Daily whole class discussion</b></p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions of standard written English</li> <li>• define writing terms</li> <li>• organize, categorize information</li> <li>• diagram essay assignment</li> <li>• outline essay assignment</li> <li>• organize essay into five distinct paragraphs</li> <li>• develop discussions through citation of and explanation of accurate and appropriate text-based details</li> </ul>	<p><b>Daily whole class discussion</b></p> <p><b>Back to School Reading:</b></p> <ul style="list-style-type: none"> <li>• define and understand: plot, characterization, conflict, setting, theme</li> <li>• interpret meaning through these literary elements</li> <li>• recognize different layers of meaning</li> <li>• present clear response to and interpretation</li> <li>• assessment: analytical five paragraph essay</li> </ul>	<p><b>Daily whole class discussion</b></p> <p><b>Back to School Reading:</b></p> <ul style="list-style-type: none"> <li>• evaluate a work of literature through application of established criteria</li> </ul> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• present clear analysis of ideas supporting stated positions with developed arguments</li> <li>• use of accurate and appropriate text-based details</li> <li>• post-writing protocol</li> </ul>	<p><b>Daily whole class discussion</b></p> <ul style="list-style-type: none"> <li>• establish and maintain classroom rules of mutual respect for speaking and listening</li> </ul> <p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• in-class cooperative small group projects: storyboards, graphic organizers, summaries</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• in-class, small group cooperative projects</li> <li>• creative collaborative project</li> <li>• letters to/from protagonist</li> </ul>

<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• annotate texts</li> <li>• double-sided notes</li> <li>• summarize texts</li> <li>• use a variety of graphic organizers</li> <li>• interpret, analyze information from stories</li> <li>• comprehension level guided reading questions</li> <li>• assessment: objective test</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• pre-reading library research project</li> <li>• relate and synthesize research information and information the novel to previous knowledge</li> <li>• define unfamiliar vocabulary</li> <li>• annotate selected passages</li> <li>• double-sided notes</li> <li>• summarize text</li> <li>• chunking of text</li> <li>• graphic organizers</li> <li>• comprehension level guided reading questions</li> <li>• assessment: objective test</li> </ul>	<p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• understanding differences among genres</li> <li>• understanding purpose, audience</li> <li>• express some understanding of levels of meaning</li> <li>• produce clear interpretations of literary works supported by effective use of a range of text-based details</li> <li>• assessment: analytical essays focusing on literary features and meaning; personal essays</li> </ul> <p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• define, identify features of the genre</li> <li>• redefine, explain: plot, setting, conflict, characterization, theme, irony</li> <li>• read aloud with expression to convey meaning, mood</li> <li>• daily reader response</li> <li>• ELA style short response questions</li> <li>• present written, oral response interpretation of stories</li> </ul>	<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• identify, evaluate author's intent</li> <li>• evaluate two authors' uses of local diction</li> <li>• evaluate narrative point of view</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• identify, evaluate author's intent</li> <li>• identify, evaluate theme</li> <li>• evaluate first person narration as a vehicle for theme</li> <li>• evaluate characterization as a vehicle for theme</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• evaluate and recommend selected novel by applying established criteria</li> </ul>	<p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• informal book talks</li> <li>• presentation of book jackets</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• sharing individual works in progress whole class and via peer editing process</li> <li>• letters to famous people</li> <li>• publication of selected final drafts in school literary magazine at the end of the school year</li> </ul>
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<p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• annotate text</li> <li>• method for taking listening notes</li> <li>• interpret and analyze information in multiple choice questions</li> <li>• create multiple choice questions</li> <li>• interpret and analyze demands of ELA style short response and essay questions</li> </ul> <p><b>Vocabulary: Units 1-3</b></p> <ul style="list-style-type: none"> <li>• Assessment: objective test and vocabulary challenges</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• comprehension level guided reading questions</li> <li>• visual plot representation</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• interpret, analyze written, visual, auditory writing prompts</li> <li>• select information from prompts</li> <li>• process writing to produce a final draft of a selected piece</li> </ul>	<p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• define, identify features of the genre</li> <li>• redefine, explain: plot, setting, conflict, point of view, characterization, theme, symbolism, foreshadowing</li> <li>• read aloud with expression to convey meaning, mood</li> <li>• ELA style short response questions</li> <li>• assessments: analytical essay focusing on conflict and characterization; creative project promoting analysis through visual and spoken vehicles</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• guided independent reading to promote recognition of levels of meaning</li> <li>• focus on plot, characterization, conflict</li> </ul> <p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• sight read a range of informational and fictional texts related to core readings</li> <li>• identify features of genres</li> <li>• extract, explain literary elements</li> <li>• recognize levels of meanings</li> <li>• ELA style short response questions</li> <li>• extract textual support</li> </ul>	<p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• relate information/language from a range of texts to core readings</li> <li>• determine author’s purpose and audience</li> <li>• make effective use of detail in clear cohesive arguments demonstrating understanding of texts</li> <li>• use of a broad range of precise vocabulary and presentational strategies</li> <li>• ELA style extended response</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• self-edit through application of experiences with literature throughout the quarter</li> <li>• peer-edit by applying established criteria</li> </ul>	
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	<p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"><li>• on-going review of conventions</li><li>• original narrative writing modeling literary elements: indirect characterization, internal/external conflict/ setting, plot, point of view</li><li>• on-going practice with engaging language and voice</li></ul>		
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## English 7: Quarter 2

### Core Texts

#### Short Pieces:

*The Earth on Turtle's Back (Onondaga creation myth)*.....retold by M. Caduto & J. Bruchac  
 excerpt from *The Iroquois Constitution*.....translated by Arthur C. Parker

#### Novels:

*The Light in the Forest*.....Conrad Richter  
*The Outsiders*.....S.E. Hinton

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<p>Textbook introductions of short texts, settings, literary elements</p> <p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>on-going review of conventions</li> <li>interpret, analyze information in essay assignments</li> <li>diagram essay assignments</li> <li>outline essay assignments</li> <li>categorize, prioritize information in texts</li> <li>develop detailed discussions through citation and explanation of accurate and appropriate text-based references</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>on-going review of conventions</li> <li>identify, analyze levels of meaning associated with conflict, setting, characterization</li> <li>identify, analyze differences between genres</li> <li>use of literary criticism as a means of evaluation</li> <li>analytical essays based on examination of conflict in literature</li> <li>personal essays based on individual experiences</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>on-going review of conventions</li> <li>compare/contrast informational text with fictional text</li> <li>assess effectiveness of indirect characterization through textual references</li> <li>evaluate author's use of symbolism</li> <li>develop argument, discussion using details and evidence from the text</li> </ul>	<p>Daily whole class discussion</p> <ul style="list-style-type: none"> <li>reinforce demands of attentive and respectful listening, speaking</li> </ul> <p><b>Novel Units:</b></p> <ul style="list-style-type: none"> <li>small group cooperative projects requiring various levels of social interaction</li> <li>friendly letters to/from protagonists, antagonist</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>presentation of Protagonist Poster</li> <li>informal book talks in the library, in class</li> </ul>

<p><b>Parallel Tasks:</b> Listening Comprehension</p> <ul style="list-style-type: none"> <li>analyze, interpret information delivered orally</li> <li>note-taking instruction</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>sight reading for information and understanding</li> <li>diagramming a read/Write task cluster</li> <li>annotating</li> <li>outline ELA extended response questions</li> </ul> <p><b>Vocabulary: Units 4-6</b></p> <ul style="list-style-type: none"> <li>assessment: objective test and vocabulary challenges</li> </ul> <p><b>Short Texts Unit:</b></p> <ul style="list-style-type: none"> <li>define unfamiliar vocabulary</li> <li>interpret, analyze information from myth, historical document</li> <li>compare, synthesize information comprehension level guided reading questions</li> </ul>	<p><b>Parallel Tasks:</b> Listening Comprehension</p> <ul style="list-style-type: none"> <li>listen to selections from a range of genres, authors</li> <li>identify purpose, audience</li> <li>ELA style short response questions</li> </ul> <p>Reading Comprehension</p> <ul style="list-style-type: none"> <li>experience a range of texts about a variety of subjects</li> <li>recognize different levels of meaning</li> <li>extract, explain literary elements</li> <li>identify purpose, audience</li> </ul> <p><b>Short Texts Unit:</b></p> <ul style="list-style-type: none"> <li>understand the distinguishing features of the genres</li> <li>identify, interpret significant literary elements</li> <li>recognize different levels of meaning</li> <li>read aloud with expression to convey meaning, mood</li> </ul>	<p><b>Parallel Tasks:</b> Listening/Reading Comprehension</p> <ul style="list-style-type: none"> <li>evaluate information in passages</li> <li>use information in passages to draw valid conclusions</li> <li>understand different points of view</li> <li>present clear, cohesive arguments based on text-based details</li> <li>ELA style extended responses</li> </ul> <p><b>Short Texts</b></p> <ul style="list-style-type: none"> <li>analyze, interpret and evaluate information from both texts</li> <li>understand validity of different points of view</li> </ul> <p><b>Novels Units:</b></p> <ul style="list-style-type: none"> <li>transfer cultural understanding to novel</li> <li>assess text quality using established criteria</li> <li>present clear analysis of conflicts in both novels</li> <li>assess endings of the novels by applying established criteria</li> <li>ELA style extended response</li> </ul>	<p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>sharing of works in progress, whole class</li> <li>peer editing</li> <li>publication of selected pieces in school literary magazine</li> </ul>
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<p><b>Novel Units:</b></p> <ul style="list-style-type: none"> <li>• pre-reading library research project</li> <li>• relate, synthesize research information, information in short texts with information in the novels</li> <li>• define unfamiliar vocabulary</li> <li>• close reading of selected passages</li> <li>• annotate selected passages</li> <li>• paraphrase selected passages</li> <li>• predict outcomes</li> <li>• summarize texts</li> <li>• chunking of texts</li> <li>• graphic organizers</li> <li>• comprehension level guided reading questions</li> <li>• assessment: objective tests</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• understand features of the novel</li> <li>• produce written oral reports on plot, character</li> <li>• extract significant quotes related to characterization</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• on-going review of standard written English</li> <li>• translating sensory detail into written description</li> <li>• interpret, analyze visual, written, auditory prompts</li> </ul>	<p><b>Novel Units:</b></p> <ul style="list-style-type: none"> <li>• identify features of the novel</li> <li>• daily reader response activities</li> <li>• ELA style short response questions</li> <li>• identify, explain authors' uses of: metaphor, symbolism., diction, conflict, characterization, setting</li> <li>• read aloud with expression to convey meaning, mood</li> <li>• assessments: analytical essays discussing internal/external conflicts</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• allows for opportunities to read, view texts from a wide range of authors, subjects</li> <li>• produce interpretation of literary work that identifies different levels of meaning</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• original use of language, use of precise vocabulary</li> </ul>	<p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• evaluate novel by applying established, specific criteria: plausibility, readability and level of interest generated by the text</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• peer evaluation</li> <li>• self-evaluation</li> <li>• final draft presented clearly and carefully organized based on established criteria</li> </ul>	
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## English 7: Quarter 3

### Core Reading:

Novel

*The Outsiders*.....S.E. Hinton

Selected Poetry from various sources

Parallel Tasks texts: informational texts related to core readings from a range of sources

<b>STANDARD 1: READING, WRITING, LISTENING &amp; SPEAKING FOR INFORMATION AND UNDERSTANDING</b>	<b>STANDARD 2: READING, WRITING, LISTENING &amp; SPEAKING FOR LITERARY RESPONSE AND EXPRESSION</b>	<b>STANDARD 3: READING, WRITING, LISTENING, &amp; SPEAKING FOR CRITICAL ANALYSIS AND EVALUATION</b>	<b>STANDARD 4: READING, WRITING, LISTENING, &amp; SPEAKING FOR SOCIAL INTERACTION</b>
<p>Textbook introductions of poems, poets, literary terms</p> <p>Library biographical information about poets</p> <p>Daily classroom discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• interpret, analyze essay assignments</li> <li>• diagram essay assignments</li> <li>• outline essay assignments</li> <li>• paraphrase, summarize</li> <li>• distinguish between reader opinion and textual evidence</li> <li>• organize information</li> <li>• on-going review of organizing written responses</li> <li>• extracting and explaining textual support</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• present developed, coherent responses/interpretations of poetry</li> <li>• identify, explain literal level of meaning in poetry</li> <li>• identify, explain figurative level of meaning in poetry</li> <li>• define/ identify: metaphor, simile, personification, setting, conflict, symbolism, hyperbole, speaker, stanza, theme</li> <li>• explain how the above stated literary elements contribute to meaning</li> <li>• analytical essays focusing on literary elements and theme</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• compare/contrast essay: themes in selected poetry and prose</li> <li>• distinguish between the poet and the speaker as the voice the poem</li> <li>• understand, explain point of view</li> <li>• develop analysis through use of accurate, appropriate text-based details</li> <li>• post writing self-evaluation</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• letter to selected poet</li> </ul> <p><b>Poetry Unit:</b></p> <ul style="list-style-type: none"> <li>• letter to the editor asserting the value of poetry in middle school</li> <li>• in-class small group projects</li> </ul> <p><b>Independent Reading:</b></p> <ul style="list-style-type: none"> <li>• book talks</li> <li>• presentation of book jacket</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• whole class sharing</li> <li>• peer editing</li> <li>• publication in middle school literary magazine</li> </ul>

<p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• pre-reading review of novel features</li> <li>• define unfamiliar vocabulary</li> <li>• annotate text</li> <li>• double-sided notes</li> <li>• summarize text</li> <li>• chunking of text</li> <li>• graphic organizers</li> <li>• daily reader response</li> <li>• comprehension level guided readings questions</li> <li>• assessment: objective test</li> <li>•</li> </ul> <p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• interpret, analyze information in multiple choice questions designed for poetry</li> <li>• distinguish between relevant and irrelevant information</li> <li>• use of appropriate supporting details</li> <li>• annotation as a reading comprehension strategy</li> <li>• paraphrasing as a reading comprehension strategy</li> <li>• sight reading for information and understanding</li> </ul> <p><b>Vocabulary: Units 7-9</b></p> <ul style="list-style-type: none"> <li>• assessment: objective test, vocabulary challenges</li> </ul>	<p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• review, define features of the genre</li> <li>• redefine, discuss: plot, setting, characterization, conflict, theme</li> <li>• read aloud with expression to convey meaning</li> <li>• recognize, explain levels of meaning</li> <li>• present oral, written responses</li> <li>• assessment: analytical essay</li> <li>•</li> </ul> <p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• close reading of poems</li> <li>• ELA style short response questions</li> <li>• extract, explain literary elements in selected poems</li> <li>• compare/contrast meaning in selected poem with meaning in a selected prose passage</li> </ul>	<p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>• practice ELA style Read/Write cluster</li> <li>• understand audience</li> <li>• evaluate poetry so as to draw valid conclusions regarding meaning</li> <li>• ELA style extended response</li> </ul> <p><b>Poetry Unit:</b></p> <ul style="list-style-type: none"> <li>• evaluate assigned poems using established criteria</li> <li>• develop coherent argument about individual poems through effective use of text-based details</li> <li>• demonstrate in-depth understanding of selected poems</li> <li>• present clear analysis of selected poem</li> <li>• ELA style extended response</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• evaluate chosen novel by applying established criteria for assessment</li> </ul>	
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<p><b>Poetry Unit:</b></p> <ul style="list-style-type: none"> <li>• informational texts about poets. poetry</li> <li>• close readings of all selections</li> <li>• annotate</li> <li>• interrupted reading</li> <li>• double-sided notes</li> <li>• summarize</li> <li>• paraphrase</li> <li>• graphic organizers</li> <li>• comprehension level guided reading questions</li> <li>• Unit assessment: objective test, sight reading</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• focus on plot, theme</li> <li>• produce written, visual presentations of plot with accurate, appropriate use of detail</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• interpret, analyze sensory writing prompts</li> </ul>	<p><b>Poetry Unit:</b></p> <ul style="list-style-type: none"> <li>• read a range of selected poems by a variety of poets</li> <li>• define, identify in context and explain literary elements commonly used in poetry</li> <li>• distinguish between literal meaning and figurative meaning</li> <li>• evaluate poetry using established criteria</li> <li>• read aloud with expression for meaning, mood</li> <li>• explications of a selected poem</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• allows for choice within the genre of fiction</li> <li>• extract examples of previously studied literary elements</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• use of selected poems as models for student writing</li> <li>• use of literary elements in student writing</li> </ul>	<p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• self evaluation</li> <li>• peer evaluation</li> <li>• presentation of a final draft of two original poems, each draft representative of established criteria for quality in poetry</li> </ul>	
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## English 7: Quarter 4

### Core Readings:

Short Stories:

*All Summer in a Day*.....Ray Bradbury

*The Song of the Trees*.....Mildred D. Taylor

Novel:

*Roll of Thunder, Hear My Cry*.....Mildred D. Taylor

Drama (if time allows)

*To Kill A Mockingbird*.....screenplay of Harper Lee’s novel by Horton Foote

STANDARD 1: READING, WRITING, LISTENING & SPEAKING FOR INFORMATION AND UNDERSTANDING	STANDARD 2: READING, WRITING, LISTENING, & SPEAKING FOR LITERARY RESPONSE AND EXPRESSION	STANDARD 3: READING, WRITING, LISTENING & SPEAKING FOR CRITICAL ANALYSIS AND EVALUATION	STANDARD 4: READING, WRITING, LISTENING & SPEAKING FOR SOCIAL INTERACTION
<p>Textbook information about authors, settings, literary elements</p> <p>Daily whole-class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• categorize textual information</li> <li>• diagram essay assignments</li> <li>• outline essay assignments</li> <li>• on-going practice in organizing essays into five paragraphs</li> <li>• develop discussion through textual citations of accurate and appropriate text-based details</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• review, deepen understanding of differences among genres of literature</li> <li>• understand author’s purpose</li> <li>• express understanding of levels of meaning</li> <li>• produce clear interpretations of literary works supported by a range of developed text-based details</li> <li>• assessment: analytical essays focusing on literary elements and meaning</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• on-going review of conventions</li> <li>• present clear analysis of ideas, texts, supporting stated positions with developed arguments</li> <li>• self-monitor use of specific and appropriate details to scaffold convincing arguments</li> <li>• make use of accurate and appropriate text-based details</li> <li>• post-writing protocol</li> </ul>	<p>Daily whole class discussion</p> <p><b>Expository Writing:</b></p> <ul style="list-style-type: none"> <li>• peer evaluation</li> <li>• letters to the editor</li> <li>• writing as a social, cultural thematic connection</li> </ul> <p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• in-class cooperative group projects: storyboards, persuasive paragraphs, graphic organizers, summaries</li> <li>• listen attentively during whole class discussion and respond respectfully to others’ opinions</li> </ul>

<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• define unfamiliar vocabulary</li> <li>• annotate texts</li> <li>• double-sided notes</li> <li>• summarize texts</li> <li>• make use of a variety of graphic organizers</li> <li>• interpret, analyze information</li> <li>• comprehension level guided reading questions</li> <li>• Assessment: Storyboard that prioritizes and summarizes events of the plot</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• Pre-reading library research project</li> <li>• relate and synthesize information in the novel to prior knowledge</li> <li>• define unfamiliar vocabulary</li> <li>• annotate selected passages</li> <li>• double-sided notes</li> <li>• summarize texts</li> <li>• chunking of text</li> <li>• graphic organizers</li> <li>• comprehension level guided question reading questions</li> <li>• Assessment: objective test</li> </ul>	<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• review features of the genre</li> <li>• redefine: plot, characterization, setting, theme, conflict</li> <li>• read aloud with expression to convey meaning and mood</li> <li>• daily reader response questions, oral and written</li> <li>• ELA style short response questions</li> <li>• compare/contrast effects of setting</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• review features of the genre</li> <li>• redefine and explain plot, setting, characterization, conflict, theme, foreshadowing, symbolism, figurative language</li> <li>• read aloud with expression to convey meaning and mood</li> <li>• ELA style short response questions</li> <li>• Assessment: analytical essay focusing on conflict and characterization</li> </ul>	<p><b>Short Story Unit:</b></p> <ul style="list-style-type: none"> <li>• identify, evaluate author's intent</li> <li>• evaluate author's success</li> <li>• evaluate author's use of diction</li> <li>• evaluate significance of setting</li> <li>• interpret central meaning</li> <li>• compare/contrast two works in regard to meaning</li> </ul> <p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• identify, evaluate author's intentions</li> <li>• identify issues central to novel</li> <li>• evaluate importance of issues</li> <li>• identify, evaluate theme</li> <li>• evaluate relative success of point of view</li> <li>• evaluate characterization, setting as vehicles for theme</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• evaluate and recommend selected novel applying and explaining previously studied criteria</li> </ul>	<p><b>Novel Unit:</b></p> <ul style="list-style-type: none"> <li>• in-class cooperative group projects: storyboards, summaries, letters to the editor, graphic organizer</li> <li>• listen attentively when others speak</li> <li>• express ideas respectfully during whole class discussion</li> <li>• letters to characters, author</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>• presentations of selected novels</li> <li>• listen attentively to others' presentations</li> <li>• informal book talks</li> </ul> <p><b>Test Prep Unit:</b></p> <ul style="list-style-type: none"> <li>• position paper in the form of a letter to the editor regarding a topic of debate</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>• sharing individual works in progress whole class</li> <li>• publication of selected works in school literary magazine at the end of the school year</li> </ul>
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<p><b>Parallel Tasks</b></p> <ul style="list-style-type: none"> <li>review reading strategies to interpret and analyze information in multiple choice questions, short response questions, extended response questions</li> <li>annotate texts</li> <li>paraphrasing</li> <li>sight reading for information</li> <li>listen for detail</li> </ul> <p><b>Vocabulary Units 10-12</b></p> <ul style="list-style-type: none"> <li>Assessment: objective test and vocabulary challenges</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>comprehension level guided reading questions</li> <li>plot summary</li> <li>storyboard creating a visual representation of the plot</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>interpret, analyze visual, auditory and written prompts</li> <li>respond appropriately to written prompts</li> </ul>	<p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>close reading of a variety of texts</li> <li>extract and explain literary elements in selected prose, poetry</li> <li>ELA style short response questions</li> <li>extract and develop textual support for short response answers</li> </ul> <p><b>Independent Reading Unit:</b></p> <ul style="list-style-type: none"> <li>creates room for choice and exposure to a range of written fictional texts</li> <li>on-going review of features of fiction and of literary elements used in the novel</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>on-going review of conventions</li> <li>use of established models to create original work highlighting figurative language, character development</li> </ul>	<p><b>Parallel Tasks:</b></p> <ul style="list-style-type: none"> <li>relate information and language from a wide range of texts across subject areas, both factual and fictional</li> <li>determine speaker/author's perspective</li> <li>make effective use of detail in support of student generated positions</li> <li>use a broad range of precise vocabulary in written responses</li> <li>ELA style extended responses</li> </ul> <p><b>Creative Writing Unit:</b></p> <ul style="list-style-type: none"> <li>self and peer edit through use of prior experiences with literature this year</li> <li>incorporate a broad range of precise vocabulary</li> <li>make effective use of vivid detail</li> </ul> <p><b>Drama Unit (if time allows):</b></p> <ul style="list-style-type: none"> <li>evaluate author's effective use of stage directions</li> <li>evaluate author's effectiveness in indirect characterization</li> <li>identify, evaluate issues motivating characters</li> <li>evaluate theme</li> </ul>	<p><b>Drama Unit (if time allows):</b></p> <ul style="list-style-type: none"> <li>listen attentively and build on others' ideas in daily discussion</li> <li>learn southern diction, customs</li> <li>discuss racial relations</li> <li>discuss implications of parent/child relationship</li> </ul>
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<p><b>Drama Unit</b> (if time allows):</p> <ul style="list-style-type: none"><li>• define unfamiliar vocabulary</li><li>• relate prior knowledge, particularly from previously studied works of literature to this drama</li><li>• interpret, analyze stage directions</li><li>• annotate text</li><li>• summarize text</li><li>• comprehension level guided reading questions</li></ul>	<p><b>Drama Unit</b> (if time allows):</p> <ul style="list-style-type: none"><li>• define features of the genre</li><li>• focus on indirect characterization</li><li>• read aloud with meaning to convey meaning, mood</li><li>• ELA style short response questions</li><li>• Assessment: analytical essay</li></ul>		
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