

D.H.H. Lengel Middle School

ELA Department

Curriculum Framework

7th Grade

Length of Block - 75 minutes

Blocks per cycle - 5

Length of Course - All Year

Developed by: Breanne Ferdoucha (Lead Teacher)

Department Members: Paula Jones, Lisa Holobetz

Course Description: The 7th grade ELA course incorporates reading and writing skills that are aligned with Pennsylvania Common Core standards to enhance rigor and advance student knowledge toward academic success. These goals are met by teaching skills that are related to comprehension, grammar skills, vocabulary, writing techniques, and research. Progress is monitored by gathering data that is used to assess students' strengths and weaknesses. A differentiated curriculum is developed based on the needs of the students.

Resources used in class:

The Outsiders

The Long Way Down

Commonlit.org

IXL

Everything You Need to Ace English Language Arts in One Big Fat Notebook

Prentice Hall Writing and Grammar, Grade 7

Vocabulary.com

Actively Learn

Big Ideas for All Units:

- Substantive ideas expressed with clarity and coherence, through written and oral communication, are necessary for success
- Proficient readers use a variety of reading strategies to access and comprehend information from different sources.
- We become lifelong readers by exploring personal interests through a variety of literary genres.
- What we read affects how we interpret our world and the world around us
- Effective writing is a recursive process. It is a powerful means of communication that informs, persuades, and entertains.
- Ideas can be effectively communicated through digital and non-digital formats.
- Textual evidence is necessary to make convincing arguments.
- Text complexity (What we read and the skill with which we read) develops reading independence and proficiency.

Enduring Understandings for all units:

- Narrative structure can be either fiction or nonfiction (informational) and often follows a basic structure.
- People experience the same media message differently
- Listening is the process of receiving, constructing meaning from, and responding to spoken and non/verbal messages.
- Questioning and contributing helps speakers convey messages, explore issues, and clarify thinking.
- A speaker’s choice of words and style set the tone and define a message.
- A speaker selects a form and organizational pattern based on the audience and purpose.
- Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression
- Good writers use a repertoire of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts.

Marking Period	Unit Name	Objectives	Standards	Assessments
Ongoing Throughout All Units	Vocabulary	<ul style="list-style-type: none"> ● Students will enrich their vocabulary to help communicate complex ideas effectively. 	Reading Informational: CC.1.2.7.F	<ul style="list-style-type: none"> ● Vocabulary.com Quizzes

		<ul style="list-style-type: none"> Students will build their vocabulary by understanding synonyms, antonyms, prefixes, suffixes, and roots. 	CC.1.2.7.J CC.1.2.7.K	
--	--	--	--------------------------	--

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
Ongoing Throughout All Units	Grammar and Conventions	<ul style="list-style-type: none"> Students will cut down on redundancy by making more precise word choices Students will examine how a writer uses commas to indicate coordinate adjectives, as well as how adjectives can be separated by the word “and” Students will examine various uses of commas to set off prepositional and participial phrases Discover how and why clauses and phrases are used in a narrative Identify and use different types of clauses in sentences 	Writing: CC.1.4.7.E-G CC.1.4.7.K CC.1.4.7.L CC.1.4.7.R	<ul style="list-style-type: none"> Formative Assessments embedded and ongoing in all lessons Assessed through writing and other assessment tools such as teacher made quizzes and/or program materials 	<ul style="list-style-type: none"> Parts of Speech <ul style="list-style-type: none"> Use of precise verbs and nouns Use of precise adjectives and adverbs Punctuation <ul style="list-style-type: none"> Coordinate adjectives Commas Modifiers Prepositional phrases Sentence structure/Clarity <ul style="list-style-type: none"> Clauses Compound Sentences Correction of run-on sentences Transitional words and phrases Style and Tone <ul style="list-style-type: none"> Subject-verb agreement

		<ul style="list-style-type: none">● Identify and learn different types of phrases● Students will examine how a writer combines ideas using clauses and phrases and apply this practice to their own writing.● Students will identify differences between misplaced modifiers and dangling modifiers● Students will use transition words/phrases to connect ideas coherently and cohesively			<ul style="list-style-type: none">○ Varied sentence patterns
--	--	---	--	--	--

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
Ongoing Through out All Units	Writing	<ul style="list-style-type: none"> ● Students will improve writing skills in different types of writing ● Students will incorporate the use of sophisticated transitions into writing ● Students will continue to develop and refine writing styles ● Students will write a variety of letters and use the appropriate formatting and tone ● Students will apply elements of standard written English 	<p>Reading Informational: CC.1.2.6.A-B</p> <p>Writing: CC.1.4.6.A-X</p>	<ul style="list-style-type: none"> ● Essays/Paragraphs ● Responses to literature ● Vocabulary activities ● Reflections ● Thesis based paper ● Five Paragraph Essay ● (introductory paragraph/ body paragraphs/ concluding paragraphs) <ul style="list-style-type: none"> ○ Narrative ○ Expository ○ Persuasive ○ Compare/ Contrast 	<ul style="list-style-type: none"> ● Sentences <ul style="list-style-type: none"> ○ Varied ○ Expanded ○ Compound subjects and predicates ● Paragraph Development <ul style="list-style-type: none"> ○ Topic sentence ○ Supporting details ○ Supported by one example ○ Supported by several examples ● Outlines ● Composition <ul style="list-style-type: none"> ○ Introductory paragraphs ○ Thesis statement ○ Body paragraphs ○ Concluding paragraphs ○ Transitions ○ Word choice ● Report ● Letters <ul style="list-style-type: none"> ○ Friendly ○ Business ● Poetry

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary
Ongoing Through out All Units	Speaking and Listening - Presentations/ Public Speaking/Poetry Recital	<ul style="list-style-type: none"> ● Students will be able to use appropriate large and small group discussion skills. ● Students will delineate a speaker’s argument by identifying evidence and recognizing claims not supported by facts. ● Students will interpret information presented in diverse media and formats ● Students will present claims and findings, sequencing ideas logically ● Students will use appropriate eye contact, adequate volume, and clear pronunciation ● Students will adapt their presentation or speech to a variety 	Speaking and Listening: CC.1.5.7. A-G	<ul style="list-style-type: none"> ● Students will recite 6 poems throughout the course of the year -“Nothing Gold Can Stay” - Robert Frost -“We Real Cool” Gwendolyn Brooks -“Rose That Grew from Concrete” - Tupac -“Fire and Ice” - Robert Frost -“Harlem” by Langston Hughes -“A Light Exists in Spring” by Emily Dickenson -Refrain of “Cremation of Sam McGee” by Robert Service ● Ted Talk Evaluation Rubric -Angela Lee Duckworth “On Grit” 	

		<p>of audiences and purposes</p> <ul style="list-style-type: none"> ● Students will make presentations using multimedia components ● Students will use conventions of standard English ● Students will contribute to discussions by using textual evidence and by asking probing questions to extend the depth of their discussion ● Distinguish between reliable and fraudulent claims in an argument ● Evaluate the information presented through diverse media ● Students will use diverse media to select and present ideas convincingly using appropriate presentation skills (including assignments that require skills such as recording voices, 		<p>-Clint Smith “The Danger of Silence”</p> <p>-</p>	
--	--	---	--	---	--

		<p>using images, creating videos, and incorporating original texts.)</p> <ul style="list-style-type: none"> ● Students will be able to use digital tools (as appropriate) <ul style="list-style-type: none"> ○ iMovie ○ Google Slides ○ Google Docs ○ Adobe Spark Pages ■ (or similar digital tools) 			
--	--	---	--	--	--

Marking Period	Unit Name	Objectives	Standards	Assessments	Unit Vocabulary	Resource(s)
1	Short Stories: Elements of Plot, Analyzing Characters Actions	Students will be able to identify the elements of short stories.	Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I	Supplemental worksheets and tests (Google Classroom)	Elements of Plot (Plot Pyramid) Citing Text Evidence Context Clues Similes and Metaphors Analyzing Characters' Actions Analyzing Dialogue Free Verse Poetry Comparing Poem to Short Story w/Similar Themes Essential Question	"Seventh Grade" - Gary Soto "Oranges" - Gary Soto

	<p>Short Stories: Conflict; Character Motivation and Actions</p>	<p>Students will be able to identify conflict within a story</p> <p>Students will be able to cite textual evidence</p> <p>Students will analyzing characters' motivation and actions</p> <p>Students will identify elements of poetry and sound devices</p>	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I</p>	<p>Supplemental worksheets and tests (Google Classroom)</p>	<p>Four Types of Conflict Citing Text Evidence Figurative Language Analyzing Characters' Motivations and Actions (Explicitly teaches RL.7.6) Sound Devices and Types of Rhyme in Poetry Analyzing Animation Techniques (Explicitly teaches RL.7.7) Essential Question</p>	<p>"Rikki Tikki Tavi"-Rudyard Kipling</p> <p>"Darzee's Chaunt"-Rudyard Kipling</p>
	<p>Short Stories: Characterization</p>	<p>Students will be able to identify types of characterization: indirect vs. direct.</p> <p>Students will identify types of characters.</p>	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I</p>	<p>Supplemental worksheets and tests (Google Classroom)</p>	<p>*Text Evidence* Heavy Text Evidence Practice in this unit! Indirect Characterization Analysis Character Traits Types of Characters (protagonist, antagonist, round, flat, dynamic, static, sympathetic, minor) Analyzing Contrasting Points</p>	<p>"The Smallest Dragonboy" Anne McAffrey</p>

					of View; Theme, Text Evidence w/Theme	
	<p>Short Stories: Introduction to drama; Theme, Conflict,</p>	<p>Students will be able to identify how mood influences plot</p> <p>Students will connect fiction and non-fiction texts on similar themes.</p>	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I</p>	<p>Supplemental worksheets and tests (Google Classroom)</p>	<p>Mood & Tone Theme Elements of Plot Conflict Finding Text Evidence Comparing Multiple Versions in Multiple Formats Vocabulary Practice Standardized Test Format Identifying Supporting Details (Informational Text) Listening Comprehension</p>	<p>“Monsters are Due on Maple Street” - Rod Serling</p> <p>“War of the Worlds” - H.G. Wells (Excerpt)</p> <p><i>“War of the Worlds”: Behind the 1938 Radio Show Panic. - Nonfiction Article</i></p>
	<p>Short Stories: Historical Analysis</p>	<p>Students will analyze the development of themes within a story</p>	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C</p>	<p>Supplemental worksheets and tests (Google Classroom)</p>	<p>Historical Fiction Analysis, specifically RL.7.9 Genres of Fiction Imagery</p>	<p>“Song of the Trees” by Mildred D. Taylor</p>

		and connected poem.	CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I		Text Evidence (includes PARCC-style text evidence quiz) Development of Theme Analysis Poetry Analysis “Caged Bird” by Maya Angelou Nonfiction Skills - analysis of Jim Crow Laws	“Caged Bird” by Maya Angelou
	Characterization, plot, suspense and imagery	<ul style="list-style-type: none"> Summarize the plot of "The Legend of Sleepy Hollow." Adapt passages of "The Legend of Sleepy Hollow" for a contemporary audience. Analyze the characterization of Ichabod Crane and Brom Bones in "The Legend of Sleepy Hollow." Create an imaginative 	Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I Vocabulary: CC.1.2.7.F-K CC.1.3.7.F-K Writing: CC.1.4.7.A-F CC.1.4.7.M-T Speaking: CC.1.5.7.A	Short Story Virtual Binder - Mini Author Study - Summary - Plot - Diagram Characterization Test Foil Character Juxtaposition	Literary Elements: <ul style="list-style-type: none"> Plot <ul style="list-style-type: none"> Exposition Rising Action Climax Falling Action Resolution Elements of Fiction <ul style="list-style-type: none"> Conflict Imagery Characterization Foil Characters Setting Point of View Suspense <ul style="list-style-type: none"> mood 	“Legend of Sleepy Hollow” -Washington Irving

		response to the conclusion of "The Legend of Sleepy Hollow."				
	Foreshadowing and Suspense	<ul style="list-style-type: none"> ● Cite textual evidence to support their analysis of "The Monkey's Paw," as well as inferences drawn from the text. ● Understand the difference between morals and themes. ● Determine morals of "The Monkey's Paw" and use textual evidence to support their determination of the morals in the story. ● Identify use of 	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I</p> <p>Vocabulary: CC.1.2.7.F-K CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.A-F CC.1.4.7.M-T</p> <p>Speaking: CC.1.5.7.A</p>	<p>Advanced Literary Elements Challenge</p> <p>Citing Textual Evidence</p> <p>Foreshadowing Assessment</p> <p>Write an opinion paragraph</p> <p>Evaluate an Argument</p>	<p>Literary Elements:</p> <ul style="list-style-type: none"> ● Elements of Fiction <p>Conflict</p> <p>Foreshadowing</p> <ul style="list-style-type: none"> ● Concrete ● Abstract ● Prophecy ● fallacy <p>Situational Irony</p> <p>Suspense</p> <ul style="list-style-type: none"> ● Mood <p>Plot</p> <p>Vocabulary</p> <ul style="list-style-type: none"> ● Context Clues ● Situational Clues <p>Motif</p> <p>Moral</p> <p>Theme</p>	<p>"The Monkey's Paw" by W.W. Jacobs</p> <p>Teen Ink: "Do You Believe in Destiny?"</p> <p>Non-Fiction</p>

		<p>foreshadowing in the story.</p> <ul style="list-style-type: none">• Identify examples of situational irony in the story and explain what makes them ironic.• Write a well-organized informative paragraph where they introduce the topic, provide relevant support using examples from the story, utilize transitions to make their points flow, and provide a concluding statement to wrap up the paragraph.• Determine or clarify the meaning of unknown words in "The Monkey's				
--	--	--	--	--	--	--

		Paw" using a range of strategies including use of context clues and reference materials.				
	Character, Irony, and Argumentative Claims (Bonus)	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Write arguments to support 	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I</p> <p>Vocabulary: CC.1.2.7.F-K CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.A-F CC.1.4.7.M-T</p> <p>Speaking: CC.1.5.7.A</p>	Vocabulary Acquisition Argumentative Writing	Themes Irony Characterization Argumentative Writing Support claims	"The Lady or the Tiger" by Frank Stockton "The Choice" by Dorothy Parker

		<p>claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 				
	<p>Short Story (Bonus)</p>	<p>Students will be able to trace development of theme</p> <p>Students will provide an</p>	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E</p>	<p>Supplemental worksheets and tests (Google Classroom)</p>	<p>Elements of Drama Trace the Development of Theme Connotation vs. Denotation</p>	<p>“Christmas Carol: Scrooge and Marley” by Israel Horovitz</p>

		objective summary Students will compare historical vs. fictional accounts	CC.1.3.7.F CC.1.3.7.I		Conflict: Man vs. Supernatural Provide an Objective Summary Compare Historical vs. Fictional Accounts Comparing Multiple Versions in Multiple Formats	
--	--	--	--------------------------	--	--	--

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary	Resource
2	Character and Conflict	<ul style="list-style-type: none"> Students will identify types of characters in the context of the novel. Students will analyze how Hinton develops and contrasts the points of views of different characters in the Outsiders. 	Reading Literature: CC.1.3.8.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.I Vocabulary: CC.1.3.7.F-K Writing: CC.1.4.7.A-F CC.1.4.7.M Speaking: CC.1.5.7.A	Actively Learn Text Analysis Questions	<ul style="list-style-type: none"> Round Flat Dynamic Static Indirect Characterization Direct Characterization Internal conflict External conflict Point of view 	<i>The Outsiders</i>

	<p>Literary Elements</p>	<ul style="list-style-type: none"> Students will be able to identify the literary elements within the first 6 chapters of <i>The Outsiders</i>. 		<p>Literary Element Quiz</p> <p>“Nothing Gold Can Stay” -Google Slide Assignment</p> <p>Literary Devices Assignment</p> <p>Motif Assignment</p>	<ul style="list-style-type: none"> Tone Symbolism Motifs Foreshadowing Simile Alliteration Metaphor Rhyme scheme Personification Couplets Allusion 	<p><i>The Outsiders</i></p>
	<p>Theme</p>	<ul style="list-style-type: none"> Students will be able to identify a common theme within a poem and explain the theme in a well-developed paragraph. 	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.K</p> <p>Writing: CC.1.4.7.A CC.1.4.7.E</p>	<p>Text to Text Comparison Assignment</p> <p>Document Analysis Questions</p>		<p><i>The Outsiders</i> “Richard Cory” “We Real Cool” “Herd Behavior” “Healing Brick City: A Newark Doctor Returns Home”</p>
	<p>Text Dependant Essay</p>	<ul style="list-style-type: none"> Students will identify a theme of the novel and support their response in a well-developed 	<p>Writing: CC.1.4.7.D CC.1.4.7.E CC.1.4.7.S CC.1.4.7.T</p>	<p>Text Supported Essay (rubric focusing on thesis,</p>		<p><i>The Outsiders</i></p>

		response using textual evidence as support.		support, and analysis)		
--	--	---	--	-------------------------------	--	--

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary	Resource
3	Poetry - Figurative Language	<ul style="list-style-type: none"> Students will be able to use appropriate reading strategies to connect poetry to self, another text, or the world while studying elements of poetry and writing an original poem using figurative language. Students will identify and analyze figurative language Students will identify the poet's purpose and analyze examples of text that support the author's intended purpose Students will be able to use appropriate reading strategies to connect poetry to 	<p>Reading Literature: CC.1.3.7.F</p> <p>Vocabulary: CC.1.2.7.F-K CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.A-F CC.1.4.7.L-T</p> <p>Speaking: CC.1.5.7.A CC.1.5.7.C</p>	Figurative Language Terminology Assessment	<p>Figurative Language</p> <ul style="list-style-type: none"> Simile Metaphor Personification Alliteration Onomatopoeia Hyperbole Idiom Symbolism Rhythm Meter Alliteration Assonance Consonance <p>Writing</p> <ul style="list-style-type: none"> Poetic Composition 	<p>“The Highwayman” - Alfred Noyes</p> <p>“Wreck of the Hesperus” - William Wadsworth Longfellow</p> <p>“Cremation of Sam McGee” - Robert Service</p> <p>“The Hill We Climb” Amanda Gorman</p> <p>“Dear Basketball” Kobe Bryant</p>

		self, another text, or the world while studying elements of poetry and writing an original poem using figurative language.				
	Poetic Form	<ul style="list-style-type: none"> • Students will be able to analyze how form and structure contribute to meaning • Students will identify the poet's purpose and analyze examples of text that support the author's intended purpose • Students will analyze the impact of rhymes and other repetition sounds (alliteration) on a specific verse or stanza. 	<p>Reading Literature: CC.1.3.7.E</p> <p>Vocabulary: CC.1.2.7.F-K CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.A-F CC.1.4.7.L-T</p> <p>Speaking: CC.1.5.7.A</p>	Poetry Unit Test	<p>Forms of poems</p> <ul style="list-style-type: none"> o Haiku o Cinquain or Diamante o Limerick o Free Verse o Narrative o Epic o Ballad <p>· Elements of Poetry</p> <ul style="list-style-type: none"> o Rhyme Scheme o Imagery <p>· Stanzas</p> <p>Poetry vs. Prose</p>	
	Themes in Poetry	<ul style="list-style-type: none"> • Students will identify the poet's purpose and analyze examples of text that support the 	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B</p> <p>Vocabulary:</p>	Writing: Create a poem using a chosen theme and examples of figurative language	<p>Appropriate Reading Strategies</p> <ul style="list-style-type: none"> o Connect text to self, text to text, text to world o Question o Predict 	

		<p>author's intended purpose</p> <ul style="list-style-type: none"> • Students will identify and analyze themes and central ideas • Students will be able to determine and analyze themes and central ideas 	<p>CC.1.2.7.F-K CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.A-F CC.1.4.7.L-T</p> <p>Speaking: CC.1.5.7.A</p>		<ul style="list-style-type: none"> ◦ Visualize ◦ Evaluate ◦ Clarify <p>Writing</p> <ul style="list-style-type: none"> • Poetic Composition 	
	Poetry Author Study	<ul style="list-style-type: none"> • Students will gather information that pertains to their topic from various print and digital resources and draw conclusions from the evidence in those information sources as part of a grade-level appropriate research process. • Students will identify the poet's purpose and analyze examples of text that support the author's intended purpose 	<p>Reading Literature: CC.1.3.7.D</p> <p>Vocabulary: CC.1.2.7.F-K CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.A-F CC.1.4.7.L-T</p> <p>Speaking: CC.1.5.7.A CC.1.5.7.C</p>	Author Study		

Marking Period	Unit Name	Objectives	Standards	Assessments	Vocabulary	Resources
	Character, Irony, and Argumentative Claims	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Write arguments to support claims with clear reasons and relevant evidence. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I</p> <p>Vocabulary: CC.1.2.7.F-K CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.A-F CC.1.4.7.M-T</p> <p>Speaking: CC.1.5.7.A</p>	<p>Vocabulary Acquisition</p> <p>Argumentative Writing</p>	<p>Themes</p> <p>Irony</p> <p>Characterization</p> <p>Argumentative Writing</p> <p>Support claims</p>	<p>“The Necklace” by Guy de Maupassant</p> <p>“The Lady or the Tiger” by Frank Stockton</p> <p>“The Choice” by Dorothy Parker</p>

4	Novel Study	<ul style="list-style-type: none"> Analyze and evaluate the effective use of literary techniques (figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in contemporary literature. Explain relationships between and among literary elements including character, plot, setting, theme, conflict & resolution and their influence on the effectiveness of the novel. Describe the author's style and its effect on the reader. Describe the influence of the author's language structure and word choice to convey her viewpoint. Discuss and evaluate motive, resulting behavior and consequences 	<p>Reading Literature: CC.1.3.7.A CC.1.3.7.C CC.1.3.7.D CC.1.3.7.K</p> <p>Vocabulary: CC.1.3.7.F-K</p> <p>Writing: CC.1.4.7.S</p> <p>Speaking: CC.1.5.7.A CC.1.5.7.F CC.1.5.7.G</p>	<p>Project-Based Assessment Choices: Bloom Ball Book in a Box I-movie Stop-motion Video</p>	<p>Figurative Language Allusions Symbolism Character Plot Setting Theme Conflict Resolution Author's style Author's language Idioms Analogies Metaphor Simile Summarize Paraphrase</p>	<p>"The Long Way Down" - Jason Reynolds</p> <p>Interview with Jason Reynolds</p>
---	--------------------	---	--	--	---	--

		<p>demonstrated in the novel.</p> <ul style="list-style-type: none"> • Expand knowledge or word origins and derivations and use idioms, analogies, metaphors and similes to extend vocab. development. • Compare the meaning of words and phrases and use analogies to explain the relationships among them. • Use questions & predictions to guide reading. • Explain & justify an interpretation of the novel. • Summarize & make generalizations of content. 				
--	--	--	--	--	--	--

*Revised July 2022

Mid-year Changes at Discretion of Department at Meetings