



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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Tracy Bock, Ed.S.

Frameworks



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HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

7th Grade - ELA



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YEAR AT A GLANCE:

Unit	Anchor Text	Unit Focus	Text Complexity	Content and Standards
1	<u>The Giver</u> , Lois Lowry	Developing different perspectives	Readily Accessible	Characters, point of view, conflict, theme, and comparing and contrasting different texts
2	Interchangeable Units	<u>Written in Bone</u> , Sally M. Walker	Moderately Complex	Identify and examine central ideas, compare and present unique historical perspectives through writing
		<u>A Christmas Carol</u> , Charles Dickens	Very Complex	Character point of view/perspective and development, influence of setting and characters on theme, influence of text on society
3	<u>"How to Write a Memoir,"</u> William Zinsser	Coming-of-age stories	Moderately Complex	Read, comprehend, evaluate, and write memoirs
4	Excerpts from <u>Behind the Scenes</u> , Elizabeth Keckley	Pre- and post- Civil War America	Very Complex	Point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.



- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.

Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily

Student Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GS.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GS.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GS.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GS.4	Share how literature can contribute to strengthening one's moral character.

7th Grade – ELA



THE DIOCESE
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Guidebook 2.0 Unit 1 – *The Giver*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																										
<p><i>The Giver</i>, Lois Lowry (literary)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “The Reaping” from <i>The Hunger Games</i>, Suzanne Collins • “The Human Abstract,” William Blake (Poem) • “Harrison Bergeron,” Kurt Vonnegut Jr. • “The Road Not Taken,” Robert Frost (Poem) <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • Preamble, Constitution of the United States • “Newbery Acceptance Speech, June 1994,” Lois Lowry <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Clip from <i>The Hunger Games</i>, Gary Ross (film) • “Imagine,” John Lennon (song and video) • <i>The Truman Show</i>, Peter Weir (film) 	<p>Students consider how individual perspectives are shaped by knowledge and memory. Through the study of dystopian literature and related texts, students will explore common themes, characters, and contrasting points of view. Students will also compare various texts to evaluate whether perfection is worth a sacrifice.</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr><td>RL.7.1</td><td>RI.7.1</td></tr> <tr><td>RL.7.2</td><td>RI.7.2</td></tr> <tr><td>RL.7.3</td><td>RI.7.3</td></tr> <tr><td>RL.7.4</td><td>RI.7.4</td></tr> <tr><td>RL.7.6</td><td>RI.7.6</td></tr> <tr><td>RL.7.7</td><td>RI.7.9</td></tr> <tr><td>RL.7.9</td><td>RI.7.10</td></tr> <tr><td>RL.7.10</td><td></td></tr> </table> <hr/> <p style="text-align: center;">Writing</p> <table border="0"> <tr><td>W.7.1</td><td>W.7.6</td></tr> <tr><td>W.7.2</td><td>W.7.7</td></tr> <tr><td>W.7.3</td><td>W.7.8</td></tr> <tr><td>W.7.4</td><td>W.7.9</td></tr> <tr><td>W.7.5</td><td>W.7.10</td></tr> </table>	RL.7.1	RI.7.1	RL.7.2	RI.7.2	RL.7.3	RI.7.3	RL.7.4	RI.7.4	RL.7.6	RI.7.6	RL.7.7	RI.7.9	RL.7.9	RI.7.10	RL.7.10		W.7.1	W.7.6	W.7.2	W.7.7	W.7.3	W.7.8	W.7.4	W.7.9	W.7.5	W.7.10
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<p>Text Complexity Rationale</p>																													
<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>																													
		Text Use	<p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr><td>SL.7.1</td><td>SL.7.4</td></tr> <tr><td>SL.7.2</td><td>SL.7.5</td></tr> <tr><td>SL.7.3</td><td>SL.7.6</td></tr> </table>	SL.7.1	SL.7.4	SL.7.2	SL.7.5	SL.7.3	SL.7.6																				
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	<p>TEXT NOTE: <i>The Giver</i> contains sensitive scenes (in Chapter 19). Teachers should review it prior to reading with students and inform families that it is being used.</p>	<p>Characters, point of view, conflict, theme, and comparing and contrasting different text</p>	<p style="text-align: center;">Language</p> <table border="0"> <tr><td>L.7.1a</td><td>L.7.4</td></tr> <tr><td>L.7.2</td><td>L.7.5</td></tr> <tr><td>L.7.3</td><td>L.7.6</td></tr> </table>	L.7.1a	L.7.4	L.7.2	L.7.5	L.7.3	L.7.6																				
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7th Grade - ELA



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Guidebook 2.0 Unit 1 – *The Giver*

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
<p>The “big ideas” of this unit include:</p> <ul style="list-style-type: none"> • Topic: Developing different perspectives • Themes: Determine how knowledge, memory, and perception influence individual points of view • Text Use: Characters, point of view, conflict, theme, and comparing and contrasting different texts 	<p>Students will demonstrate understanding of the “big ideas” through various assessments:</p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> • Evaluate contrasting points of view in a text • Analyze how character points of view develop a them <p>A cold read assessment:</p> <ul style="list-style-type: none"> • Read and understand grade level texts • Compare and contrast how texts approach similar topic <p>An extension task and accompanying presentation:</p> <ul style="list-style-type: none"> • Analyze how character points of view develop a theme • Compare and contrast different interpretations of society by analyzing the theme and conflicts of different texts 	<p>Lesson 1: Examine word connotations and analyze setting</p> <p>Lesson 2: Continue to analyze setting</p> <p>Lesson 3: Determine the meaning and purpose of the preamble/preview essential...</p> <p>Lesson 4: Analyze character interactions</p> <p>Lesson 5: Analyze Jonas’ memory and make inferences about character, setting</p> <p>Lesson 6: Analyze repeated incidents in the text & make inferences about their meaning</p> <p>Lesson 7: Analyze Jonas’ characterization</p> <p>Lesson 8: Analyze Jonas’ character</p> <p>Lesson 9: Continue to analyze Jonas’ character</p> <p>Lesson 10: Analyze setting, Jonas’ perception of his community</p> <p>Lesson 11: Practice cold-read task</p> <p>Lesson 12: Compare and contrast text and film version, connect Texts</p> <p>Lesson 13: Preview and select independent reading novel for extension task</p> <p>Lesson 14: Identify a research topic</p> <p>Lesson 15: Research topic, select sources</p> <p>Lesson 16: Summarize your articles</p> <p>Lesson 17: Writing an argumentative par...</p> <p>Lesson 18: Comparing & contrasting ideas</p> <p>Lesson 19: Analyzing the Giver’s perspective</p> <p>Lesson 20: Analyze changes in Jonas’ perspective; compare char perspectives</p> <p>Lesson 21: Determine the themes of “Imagine” and “The Human Abstract”</p> <p>Lesson 22: Discuss key ideas across texts</p> <p>Lesson 23: Analyze Jonas’ point of view compared to others in his community</p>	<p>Lesson 24: Determine word meanings and their connotations, analyze how incidents ...</p> <p>Lesson 25: Analyze how Jonas’ perspective about release differs from the community</p> <p>Lesson 26: Determine themes of The Giver</p> <p>Lesson 27: Analyze setting and its impact</p> <p>Lesson 28: Analyze the text’s conclusion</p> <p>Lesson 29: Develop and present a text-based claim about the text’s conclusion</p> <p>Lesson 30: Summarize “Harrison Bergeron”</p> <p>Lesson 31: Analyze characters and their points of view</p> <p>Lesson 32: Determine themes, engage in...</p> <p>Lesson 33: Timed writing</p> <p>Lesson 34: Introducing the culminating writing task: determining themes</p> <p>Lesson 35: Culminating writing task: revising a claim and gathering evidence</p> <p>Lesson 36: Culminating writing task: writing a first draft</p> <p>Lesson 37: Culminating writing task: revising your essay</p> <p>Lesson 38: Introducing the extension task: determine themes of IR novels, compare ...</p> <p>Lesson 39: Ext task: revising a claim...</p> <p>Lesson 40: Ext task: writing & revising</p> <p>Lesson 41: Analyze an exemplar and organize your multimedia presentation</p> <p>Lesson 42: Incorporating multimedia eff. to clarify, support, and enhance presentation</p> <p>Lesson 43: Multimedia ext. task presenta...</p> <p>Lesson 44: Cold-read task, multiple choice</p> <p>Lesson 45: Cold-read task, essay response</p>



Guidebook 2.0 Unit 1 – *The Giver*

TYPE	Unit 1: <i>The Giver</i> ~ CONTENT	Standards Alignment															
Culminating Writing Task ¹	<p>Student Prompt:</p> <p>Analyze how Jonas’s point of view is different from the other characters in <i>The Giver</i> and why that is important. Write an essay that identifies Jonas’s point of view and analyzes how it is developed throughout the novel. Conclude the essay by identifying a theme of <i>The Giver</i> and explaining how Jonas’s unique point of view illustrates that theme. Provide reasons and relevant evidence, including direct quotations with page numbers, to support your claim logically and demonstrate an understanding of the text.</p>	<p><i>(Note: Standards alignment depends on question content)</i></p> <table border="1"> <tr> <td data-bbox="1675 423 1801 467">RL.7.1</td> <td data-bbox="1801 423 1923 467">W.7.1</td> <td data-bbox="1923 423 2043 467">L.7.3</td> </tr> <tr> <td data-bbox="1675 467 1801 511">RL.7.2</td> <td data-bbox="1801 467 1923 511">W.7.4</td> <td data-bbox="1923 467 2043 511">L.7.6</td> </tr> <tr> <td data-bbox="1675 511 1801 555">RL.7.3</td> <td data-bbox="1801 511 1923 555">W.7.5</td> <td data-bbox="1923 511 2043 555"></td> </tr> <tr> <td data-bbox="1675 555 1801 599"></td> <td data-bbox="1801 555 1923 599">W.7.9</td> <td data-bbox="1923 555 2043 599"></td> </tr> <tr> <td data-bbox="1675 599 1801 643"></td> <td data-bbox="1801 599 1923 643">W.7.10</td> <td data-bbox="1923 599 2043 643"></td> </tr> </table>	RL.7.1	W.7.1	L.7.3	RL.7.2	W.7.4	L.7.6	RL.7.3	W.7.5			W.7.9			W.7.10	
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<p>Teacher Note:</p> <p><i>The completed writing should use grade appropriate words and phrases, as well as a variety of sentence patterns and language. The writing should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability.</i></p>																	

TYPE	Unit 1: <i>The Giver</i> ~ CONTENT	Standards Alignment																		
Cold-Read Assessment ²	<p>Read “The Road Not Taken” and Lois Lowry’s “Newbery Acceptance Speech, June 1994” independently and then answer a combination of multiple-choice and constructed-response questions about these texts and in comparison to the other texts in the unit. Be sure to use evidence from the texts to support your answers. Sample questions:</p> <ol style="list-style-type: none"> 1. What does the speaker say about choice in “The Road Not Taken?” What lines of the poem reveal the speaker’s ideas about choice? Provide at least two details from the poem to support your response. 2. Compare the speaker’s beliefs about choice in “The Road Not Taken” to Jonas’s beliefs about choice in <i>The Giver</i>. Provide at least one detail from both texts to support your response. 3. Select one of the memories Lois Lowry shares in her acceptance speech. Summarize how the memory is portrayed in <i>The Giver</i>. Then explain how Lois Lowry uses and alters her memories to create a section of <i>The Giver</i>. Provide details from both texts to support your response. 	<p><i>(Note: Standards alignment depends on question content)</i></p> <table border="1"> <tr> <td data-bbox="1675 1016 1801 1060">RI.7.1</td> <td data-bbox="1801 1016 1923 1060">RL.7.1</td> <td data-bbox="1923 1016 2043 1060">W.7.9</td> </tr> <tr> <td data-bbox="1675 1060 1801 1104">RI.7.3</td> <td data-bbox="1801 1060 1923 1104">RL.7.2</td> <td data-bbox="1923 1060 2043 1104"></td> </tr> <tr> <td data-bbox="1675 1104 1801 1148">RI.7.10</td> <td data-bbox="1801 1104 1923 1148">RL.7.6</td> <td data-bbox="1923 1104 2043 1148"></td> </tr> <tr> <td data-bbox="1675 1148 1801 1192"></td> <td data-bbox="1801 1148 1923 1192">RL.7.9</td> <td data-bbox="1923 1148 2043 1192"></td> </tr> <tr> <td data-bbox="1675 1192 1801 1235"></td> <td data-bbox="1801 1192 1923 1235">RL.7.10</td> <td data-bbox="1923 1192 2043 1235"></td> </tr> <tr> <td data-bbox="1675 1235 1801 1279"></td> <td data-bbox="1801 1235 1923 1279"></td> <td data-bbox="1923 1235 2043 1279"></td> </tr> </table>	RI.7.1	RL.7.1	W.7.9	RI.7.3	RL.7.2		RI.7.10	RL.7.6			RL.7.9			RL.7.10				
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¹ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

² Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.

7th Grade – ELA



THE DIOCESE
of ALEXANDRIA

Guidebook 2.0 Unit 1 – *The Giver*

TYPE	Unit 1: <i>The Giver</i> ~ CONTENT	Standards Alignment		
Extension Task ³	<p>Student Prompt: Have students select a dystopian novel from a list of possible titles to read in addition to <i>The Giver</i>. Some possible texts are listed below. The texts are listed in order of complexity from least to greatest. <i>1984</i> is more appropriate for advanced readers. Similar to <i>The Giver</i>, the readability of some texts is below grades 6- 8; however, the content of them is complex, which makes understanding the texts more difficult.</p> <ul style="list-style-type: none"> • <i>Maze Runner</i>, James Dashner • <i>Hunger Games</i>, Suzanne Collins • <i>Unwind</i>, Neal Shusterman • <i>Divergent</i>, Veronica Roth • <i>Uglies</i>, Scott Westerfeld • <i>Feed</i>, M. T. Anderson • <i>1984</i>⁴, George Orwell (Sample lesson/questions⁵) <p>Set a schedule and goals for reading and keep track of reading in a reading log or journal⁶. Respond in writing to teacher provided text-dependent prompts or tasks (see Teacher Note below for instructional opportunities). If groups of students read the same novel, engage them in literature circle⁷ discussions around a set of questions (either teacher- or student created) about the shared text and in comparison to <i>The Giver</i>. Have students write an essay that identifies the theme of their chosen novel. Then have students compare and contrast the theme of their novel with the theme of <i>The Giver</i>. Explain how the theme is developed in each text. Use evidence from the text to support claims. Have students present the information to the class as a group in a multimedia presentation that presents the common theme, and then logically explains how it is developed similarly and differently in each text.</p>	<i>(Note: Standards alignment depends on question content)</i>		
	RI.7.2	W.7.2	L.7.1	
	RI.7.7	W.7.4	L.7.2	
	RI.7.10	W.7.5	L.7.3	
		W.7.6	L.7.6	
		W.7.7		
		W.7.8		
		W.7.9	SL.7.5	
		W.7.10		
	<p>Teacher Note: Help structure independent reading for students. When students read the same text, provide opportunities for them to collaborate in reading the texts. Be sure the choices for independent reading are within the grades 6-8 text complexity band or above for advanced readers and have appropriate content for individual students. The completed writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns, and language that expresses ideas precisely and concisely, maintaining a formal tone and recognizing redundancy. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability.</p>			

³ Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is narrative task related to the unit focus.

⁴ <http://ebooks.adelaide.edu.au/o/orwell/george/o79n/>

⁵ <http://www.achievethecore.org/file/491>

⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/independent-reading>

⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

7th Grade – ELA



THE DIOCESE
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Guidebook 2.0 Unit 2 – *Written In Bone*

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																										
<p><i>Written in Bone: Buried Lives of Jamestown and Colonial Maryland</i>, Sally M. Walker (Informational)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • Ode to the Virginian Voyage,” Michael Drayton • Chapters 9-13, 18, 20, first section of 21, 2327, and Afterword from Blood on the River: James Town, 1607, Elisa Carbone • “Pocahontas,” William Makepeace Thackeray (Poem) • “Indian,” Rosemary and Stephen Vincent Benét <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • “June-July 1607” and “August-September 1607” from “Jamestown: 1607, The First Months: Observations Gathered Out of a Discourse on the Plantation of the Southern Colony in Virginia by the English, 1606,” Master George Percy, National Humanities Center • “The Experiences of an Indentured Servant in Virginia, 1623” from History Matters, letter by Richard Frethorne • “Forensic Anthropology” from Department of Anthropology, The University of Tennessee, Knoxville <p>Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Written in Bone Online Exhibit (Website) • “Finding Remains,” Smithsonian’s National Museum of Natural History (Video) • “30,000 Skeletons,” Smithsonian Education (Video) 	<p>This unit focuses on learning the stories of our past. Students will explore various texts (literary and informational) and their unique perspectives on history to consider how different experiences offer a different historical perspective. Students will analyze multiple documents to corroborate details of the past and help them understand the author’s purpose. Students will also learn how authors use or alter history to develop texts. This unit may connect to social studies and science instruction.</p>	<p>Reading</p> <table border="0"> <tr><td>RL.7.1</td><td>RI.7.1</td></tr> <tr><td>RL.7.2</td><td>RI.7.2</td></tr> <tr><td>RL.7.3</td><td>RI.7.3</td></tr> <tr><td>RL.7.4</td><td>RI.7.4</td></tr> <tr><td>RL.7.6</td><td>RI.7.5</td></tr> <tr><td>RL.7.9</td><td>RI.7.6</td></tr> <tr><td>RL.7.10</td><td>RI.7.7</td></tr> <tr><td></td><td>RI.7.8</td></tr> <tr><td></td><td>RI.7.9</td></tr> <tr><td></td><td>RI.7.10</td></tr> </table> <hr/> <p>Writing</p> <table border="0"> <tr><td>W.7.1</td><td>W.7.6</td></tr> <tr><td>W.7.2</td><td>W.7.7</td></tr> <tr><td>W.7.3</td><td>W.7.8</td></tr> <tr><td>W.7.4</td><td>W.7.9</td></tr> <tr><td>W.7.5</td><td>W.7.10</td></tr> </table> <hr/> <p>Speaking & Listening</p> <table border="0"> <tr><td>SL.7.1</td><td>SL.7.4</td></tr> <tr><td>SL.7.2</td><td>SL.7.6</td></tr> <tr><td>SL.7.3</td><td></td></tr> </table> <hr/> <p>Language</p> <table border="0"> <tr><td>L.7.1</td><td>L.7.4</td></tr> <tr><td>L.7.2</td><td>L.7.5</td></tr> <tr><td>L.7.3</td><td>L.7.6</td></tr> </table>	RL.7.1	RI.7.1	RL.7.2	RI.7.2	RL.7.3	RI.7.3	RL.7.4	RI.7.4	RL.7.6	RI.7.5	RL.7.9	RI.7.6	RL.7.10	RI.7.7		RI.7.8		RI.7.9		RI.7.10	W.7.1	W.7.6	W.7.2	W.7.7	W.7.3	W.7.8	W.7.4	W.7.9	W.7.5	W.7.10	SL.7.1	SL.7.4	SL.7.2	SL.7.6	SL.7.3		L.7.1	L.7.4	L.7.2	L.7.5	L.7.3	L.7.6
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<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>		<p>Text Use</p> <p>Identify and evaluate central ideas, compare and present unique historical perspectives through writing.</p>																																											

7th Grade - ELA



THE DIOCESE
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Guidebook 2.0 Unit 2 – *Written In Bone*

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
<p>The “big ideas” of this unit include:</p> <ul style="list-style-type: none"> • Topic: Stories of our past • Themes: Analyze authors’ stories and compare unique perspectives on history • Text Use: Identify and examine central ideas, compare and present unique historical perspectives through writing 	<p>Students will demonstrate understanding of the “big ideas” through various assessments:</p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> • Identify central ideas • Examine how central ideas are developed <p>A cold read assessment:</p> <ul style="list-style-type: none"> • Read and understand complex texts • Write in response to text <p>An extension task:</p> <ul style="list-style-type: none"> • Compare and contrast unique historical perspectives • Present a unique historical perspective in writing using effective techniques and accurate historical information 	<p>Lesson 1: Determining the meaning of... Lesson 2: Identifying conclusions and evaluating evidence in an info text Lesson 3: Analyzing the structure and... Lesson 4: Revising sentences to enhance... Lesson 5: Determining the meaning of... Lesson 6: Analyzing how structure and an author’s word choice impact a poem’s... Lesson 7: Determining the central idea of text & how the author develops the central Lesson 8: Analyzing how author structures major sections of an informational text to... Lesson 9: Analyzing interactions between individuals, events, and ideas in an info... Lesson 10: Identifying claims and analyzing the text evidence that supports the claims... Lesson 11: Comparing and contrasting the structure and development of ideas ... Lesson 12: Comparing and contrasting author’s purpose in informational texts Lesson 13: Analyzing how setting and characters interact in a literary text Lesson 14: Analyzing how setting and ... Lesson 15: Preparing claims, reasons,... Lesson 16: Using the SODA strategy to Lesson 17: Comparing and contrasting literary and info texts on a similar topic Lesson 18: Analyzing how an author develops... Lesson 19: Analyzing how an author... Lesson 20: Analyzing how an author... Lesson 21: Analyzing how the structure of a... Lesson 22: Engaging in a class debate to...</p>	<p>Lesson 23: Analyzing how headings contribute to the central ideas of an... Lesson 24: Analyzing the effectiveness of text structures in contributing to the centr... Lesson 25: Determining the technical meaning of words and analyzing the impa... Lesson 26: Structuring a logical argument that demonstrates understanding of a text Lesson 27: Practicing for the cold read task Lesson 28: Comparing and contrasting a... Lesson 29: Drafting an introduction for an... Lesson 30: Drafting a conclusion that follows from and supports the informatio... Lesson 31: Revising writing to include ... Lesson 32: Revising, editing, and publishing Lesson 33: Using search terms to locate sources to research a question while... Lesson 34: Conducting research using Cornell Notes to quote and paraphrase d.... Lesson 35: Conducting research and peer... Lesson 36: Organizing an event sequence to unfold naturally and logically in narrative Lesson 37: Engaging the reader by establishing a character’s point of view Lesson 38: Using and adding to historical details in a narrative essay to establish... Lesson 39: Use participial phrases as modifiers to nouns and pronouns to add ... Lesson 40: Peer editing and publishing... Lesson 41: Cold-Read Task, Multiple Choice Questions Lesson 42: Writing an extended response</p>

7th Grade – ELA



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Guidebook 2.0 Unit 2 – *Written In Bone*

TYPE	Unit 2: <i>Written In Bone</i> ~ CONTENT	Standards Alignment		
Culminating Writing Task ⁸	<p>Student Prompt: In <i>Written in Bone</i>, Walker writes, “...the graves and remains of colonial settlers carry a message to the people of today. They remind us not to forget their lives and accomplishments—and not to lose our connection to the past. A broken tooth, a fractured bone, an arthritic back, and strands of brown hair—all of them whisper: ‘Rest with me for a moment or two. I have a story to tell.’ These tales, written only in bone, await those with the patience to find them” (page 134). The idea that forensic anthropologists explore bones to tell the stories of the past is developed throughout <i>Written in Bone</i>. Determine another central idea of the text. Write a multi-paragraph essay with logical reasoning and relevant evidence that examines how both ideas are developed over the course of the text, demonstrating an understanding of the text.</p> <p>Teacher Note: <i>The completed writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns, and language that expresses ideas precisely and concisely, maintaining a formal tone and recognizing and eliminating wordiness and redundancy. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group work that targets student weaknesses.</i></p>	<i>(Note: Standards alignment depends on question content)</i>		
		RI.7.2	W.7.1	L.7.3
		RI.7.10	W.7.4	L.7.6
			W.7.5	
			W.7.9	
			W.7.10	

TYPE	Unit 2: <i>Written In Bone</i> ~ CONTENT	Standards Alignment		
Cold-Read Assessment ⁹	<p>Reread “<i>Puzzles of the Chesapeake</i>” from Chapter 1 of <i>Written in Bone</i> by Sally M. Walker (pages 9-12) and read “Forensic Anthropology”. Then watch “30,000 Skeletons” from Smithsonian Education. Answer a combination questions about the texts and in comparison to the other texts in the unit, using evidence for all answers. Sample questions:</p> <ul style="list-style-type: none"> Summarize the job of forensic anthropologists based on “<i>Puzzles of the Chesapeake</i>.” Explain how the work of various individuals (e.g., anthropologists, scientists, historians) influences others? What central idea is developed as a result of these connections? Determine the purpose of “<i>Forensic Anthropology</i>” and analyze how the text distinguishes the task of forensic anthropologists from what is presented in “<i>Puzzles of the Chesapeake</i>.” This should include: <ul style="list-style-type: none"> determining the evidence and interpretation of presented facts; assessing whether each text presents sound reasoning and sufficient evidence to support the interpretations; and explaining how the organization of each text builds the purpose. <p>Identify information that is provided through “<i>30,000 Skeletons</i>” that is not provided through “<i>Puzzles of the Chesapeake</i>” and vice versa. Then analyze how the different information of each medium contributes to and clarifies your understanding of forensic anthropology.</p>	<i>(Note: Standards alignment depends on question content)</i>		
		RI.7.1	SL.7.2	
		RI.7.2		
		RI.7.3		
		RI.7.6		
		RI.7.7		
		RI.7.8		
		RI.7.9		

⁸ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

⁹ Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.

7th Grade – ELA



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Guidebook 2.0 Unit 2 – *Written In Bone*

TYPE	Unit 2: <i>Written In Bone</i> ~ CONTENT	Standards Alignment		
Extension Task	<p>Student Prompt:</p> <p>Throughout this unit we read many stories about life in Jamestown. What story did we not hear? Whose perspective was left out of this unit? What events went undiscovered or was not discussed? What area deserves additional exploration and “digging”? For example, you may want to learn more about “<i>The Starving Time</i>,” the lives of Africans in colonies, Pocahontas, even the job of a forensic anthropologist. Select a “story” not told in the texts of this unit and tell that story. Research your topic and then write an essay that narrates and conveys the experiences or events (real or fictionalized).</p>	<i>(Note: Standards alignment depends on question content)</i>		
	RI.7.9	W.7.3	L.7.1	
		W.7.4	L.7.2	
		W.7.5	L.7.3	
		W.7.6	L.7.6	
		W.7.7		
		W.7.9		
		W.7.10		
<p>Teacher Note:</p> <p><i>The narrative can be modeled after the literary texts read in the unit, such as Blood on the River, including imitating sentences from the original text. The writing should engage the reader by establishing a research-supported context and point of view. The writing should appropriately sequence events, illustrate characters, and use effective narrative techniques (e.g., dialogue, pacing). The writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use technology to produce an essay, offer suggestions on a peer’s writing, and publish the narrative essay. Use peer and teacher conferencing as well as small-group work that targets student weaknesses.</i></p>				

7th Grade – ELA



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Guidebook 2.0 Unit 2 – A Christmas Carol

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																			
<p>A Christmas Carol (or here), Charles Dickens (literary, non- leveled or adapted version)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “The Gift of the Magi,” O. Henry • “The Treasure of Lemon Brown,” Walter Dean Myers • Reader’s Theater Play of A Christmas Carol from SCOPE Magazine, Scholastic <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • “History of Christmas” from BBC • “Study: Experiences Make Us Happier Than Possessions” from CNNHealth.com, Elizabeth Landau • “Do Experiences or Material Goods Make Us Happier?” from ScienceDaily • “The Eighth Tuesday We Talk About Money” from Tuesdays with Morrie, Mitch Albom • “Charles Dickens: Six Things He Gave the Modern World” from BBC News, Alex Hudson Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics) <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Live drama or filmed version of A Christmas Carol (example) • Audio of A Christmas Carol from Lit2Go • Original manuscript of A Christmas Carol with Dickens’s revisions from The New York Times 	<p>Students learn that writers use stories and distinctive characters to teach us lessons. Students will explore how the choices of characters affect the plot and build the theme of a story. Students will come to understand that redemption can be found in selflessness and valuing people over material possessions. They will also explore how literature that resonates with readers has “staying power,” influencing other writers and becoming a part of our language, culture, and moral code.</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>RL.7.1</td> <td>RI.7.1</td> </tr> <tr> <td>RL.7.2</td> <td>RI.7.2</td> </tr> <tr> <td>RL.7.3</td> <td>RI.7.3</td> </tr> <tr> <td>RL.7.4</td> <td>RI.7.4</td> </tr> <tr> <td>RL.7.6</td> <td>RI.7.5</td> </tr> <tr> <td>RL.7.7</td> <td>RI.7.6</td> </tr> <tr> <td>RL.7.9</td> <td>RI.7.8</td> </tr> <tr> <td>RL.7.10</td> <td>RI.7.9</td> </tr> <tr> <td></td> <td>RI.7.10</td> </tr> </table>		RL.7.1	RI.7.1	RL.7.2	RI.7.2	RL.7.3	RI.7.3	RL.7.4	RI.7.4	RL.7.6	RI.7.5	RL.7.7	RI.7.6	RL.7.9	RI.7.8	RL.7.10	RI.7.9		RI.7.10
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RL.7.10	RI.7.9																					
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<p>Text Complexity Rationale</p>																						
<p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative measures for the related texts are suitable for stretching students; abilities to read complex text.</p>			<p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.7.1</td> <td>W.7.7</td> </tr> <tr> <td>W.7.2</td> <td>W.7.8</td> </tr> <tr> <td>W.7.4</td> <td>W.7.9</td> </tr> <tr> <td>W.7.5</td> <td>W.7.10</td> </tr> <tr> <td>W.7.6</td> <td></td> </tr> </table>		W.7.1	W.7.7	W.7.2	W.7.8	W.7.4	W.7.9	W.7.5	W.7.10	W.7.6									
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		<p style="text-align: center;">Text Use</p>	<p style="text-align: center;">Speaking & Listening</p>																			
		<p>Character point of view/perspective and development, influence of setting and characters on theme, influence of text on society.</p>	<table border="0"> <tr> <td>SL.7.1</td> <td>SL.7.4</td> </tr> <tr> <td>SL.7.2</td> <td>SL.7.6</td> </tr> <tr> <td>SL.7.3</td> <td></td> </tr> </table> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.7.1</td> <td>L.7.4</td> </tr> <tr> <td>L.7.2</td> <td>L.7.5</td> </tr> <tr> <td>L.7.3</td> <td>L.7.6</td> </tr> </table>		SL.7.1	SL.7.4	SL.7.2	SL.7.6	SL.7.3		L.7.1	L.7.4	L.7.2	L.7.5	L.7.3	L.7.6						
SL.7.1	SL.7.4																					
SL.7.2	SL.7.6																					
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L.7.1	L.7.4																					
L.7.2	L.7.5																					
L.7.3	L.7.6																					

7th Grade – ELA



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Guidebook 2.0 Unit 2 – A Christmas Carol

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
<p><i>The “big ideas” of this unit include:</i></p> <ul style="list-style-type: none"> • Topic: Self-reflection and selflessness • Themes: Explore how characters teach life lessons and achieve redemption through selflessness and valuing people over material possessions • Text Use: Character point of view/ perspective and development, influence of setting and characters on theme, influence of text on society 	<p><i>Students will demonstrate understanding of the “big ideas” through various assessments:</i></p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> • How authors develop contrasting points of view/perspectives • The influences of characters and setting on theme <p>A cold read assessment:</p> <ul style="list-style-type: none"> • Reading and understanding grade- level texts • Comparing and contrasting how texts approach similar topics • Understanding academic vocabulary <p>An extension task:</p> <ul style="list-style-type: none"> • Influence of text on other texts, social traditions, and language 	<p>Lesson 1: Analyze Character Perspective Lesson 2: Analyze changing perspective Lesson 3: Analyze theme and its development Lesson 4: Analyze sensory details, figurative language, their connotations and impact... Lesson 5: Compare character perspectives Lesson 6: Analyze how setting shapes Lesson 7: Analyze interaction, what it reveals about his perspective an... Lesson 8: Analyze repetition and sensory details and their effect on mood and char... Lesson 9: Summarize interaction Lesson 10: Analyze changing perspective Lesson 11: Summarize and analyze how the text’s structure contributes... Lesson 12: Compare and contrast setting and mood across staves; compare and contrast depiction ... Lesson 13: Analyze character perceptions Lesson 14: Analyze character and influence ... Lesson 15: Analyze interaction and its im... Lesson 16: Analyze the impact of the setting on Scrooge’s development Lesson 17: Analyze interaction with and its impact on mood Lesson 18: Analyze Scrooge’s experiences Lesson 19: Analyze Dickens’ use of structure, Scrooge’s character Lesson 20: Summarize a nonfiction article and connect ideas across texts Lesson 21: Compare & contrast across texts Lesson 22: Gather text evidence to prepare for a scholarly discussion</p>	<p>Lesson 23: Engage in a discussion evidence Lesson 24: Analyze language and interactions that demonstrate the change... Lesson 25: Analyze interactions that demonstrate Scrooge’s character change Lesson 26: Analyze theme and its develop Lesson 27: Write and revise a claim, identify a counterclaim, gather evidence Lesson 28: Culminating writing: a first draft Lesson 29: Give, receive peer feedback, revise Lesson 30: Edit and prepare to publish Lesson 31: Compare novel with a film Lesson 32: Summarize and analyze the impact of description and setting on ... Lesson 33: identify a shared theme across... Lesson 34: Cold-read task, part 1 Lesson 35: Cold-read task, part 2 Lesson 36: Intro extension task, summarize an article, develop research questions Lesson 37: Refine your research question, identify search terms, and assess the credibility of sources Lesson 38: Gather evidence: paraphrase and quote directly from sources Lesson 39: Continue research and engage in peer review Lesson 40: Outline your essay Lesson 41: Draft your research report Lesson 42: Give/receive peer feedback, revise your research report Lesson 43: Engage in a scholarly discussion using textual evidence</p>



Guidebook 2.0 Unit 2 -A Christmas Carol

TYPE	Unit 2: A Christmas Carol ~ CONTENT	Standards Alignment		
Culminating Writing Task ¹⁰	<p>Student Prompt: Throughout <i>A Christmas Carol</i> Charles Dickens introduces different points of view regarding a man’s “business.” Scrooge is described as being a man of “business,” and in Stave I, Marley’s ghost says, “Mankind was my business.” What does Dickens want us to understand about the “business” of being human? Write a multi-paragraph essay that introduces a claim about what Dickens wants us to understand and supports the claim with reasoning and relevant evidence that acknowledges the points of view of the characters and analyzes how Dickens develops his ideas over the course of the text</p> <p>Teacher Note: <i>The writing should use grade-appropriate words and phrases, as well as a variety of sentence patterns, choosing among simple, compound, complex, and compound-complex sentences. It should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability. Handouts to support students in rereading closely to determine meaning surrounding this question and an evidence organizer for this question can be accessed here¹¹.</i></p>	<i>(Note: Standards alignment depends on question content)</i>		
		RL.7.2	W.7.1	L.7.1
		RL.7.3	W.7.4	L.7.2
		RL.7.6	W.7.5	L.7.3
			W.7.9	L.7.6
			W.7.10	

¹⁰ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

¹¹ <http://vermontwritingcollaborative.org/images/Grade7/Gr%207%20A%20Christmas%20Carol%20Unit.zip>

7th Grade – ELA



THE DIOCESE
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TYPE	Unit 2: A Christmas Carol ~ CONTENT	Standards Alignment		
Extension Task ¹²	<p>Student Prompt: How has Charles Dickens influenced modern society? Have students research:</p> <ol style="list-style-type: none"> 1. references and adaptations to his works (including allusions to his works and ideas); 2. the effect of A Christmas Carol on our modern Christmas traditions; and 3. the words, phrases, and character types that have been introduced into our language through Dickens’s work. <p>Then students create a written report that explains how Dickens influenced modern society, including sufficient relevant evidence. Conduct a student-led classroom discussion about the research, emphasizing findings and evidence gathered for the report. Articles to support research: “Charles Dickens: Six Things He Gave the Modern World” from BBC News, Alex Hudson; and “History of Christmas” from BBC</p>	<i>(Note: Standards alignment depends on question content)</i>		
	SL.7.1	W.7.2	L.7.1	
	SL.7.4	W.7.4	L.7.2	
	SL.7.6	W.7.5	L.7.3	
		W.7.6	L.7.5	
	RL.7.9	W.7.7	L.7.6	
		W.7.8		
	RI.7.1	W.7.9		
	W.7.10			
<p>Teacher Note: <i>The report introduces and develops the topic with relevant facts, details, examples, or quotations and includes organizational strategies, formatting, and graphics, when useful to aid comprehension. The report uses precise grade-appropriate words and phrases and maintains a formal style with a variety of sentence patterns, including simple, compound, complex, and compound/complex sentences, to signal differing relationships among ideas. Student writing demonstrates command of proper grammar and usage, punctuation, and spelling. Have students use technology to produce a report, offer suggestions on a peer’s writing, and publish the report. Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability.</i></p>				

¹² Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

7th Grade – ELA



THE DIOCESE
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Guidebook 2.0 Unit 3 – “How to Write a Memoir”

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																				
<p>“How to Write a Memoir” from <i>The American Scholar</i>, William Zinsser (informational)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “Eleven,” Sandra Cisneros • “Oranges,” Gary Soto (poem) • “Thank You Ma’am,” Langston Hughes • Excerpts from Peter Pan, J.M. Barrie • “Seventh Grade,” Gary Soto <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • Excerpts from <i>The Elements of Style (Illustrated)</i>, William Strunk, Jr. and E.B. White (e.g., “Chapter V: An Approach to Style”) • “Short Memoirs: Six Little Words Can be Revealing,” Doug Mason <p>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • “Advice from Stephen King,” Stephen King (Video) • “Advice for Writers” from Rick Riordan.com Rick Riordan (Website) 	<p>How do writers present the challenges that adolescents face as they grow up? Students will learn about the importance of memoirs and “coming of age” literature. Students will learn about the craft of writing memoirs and explore their own voice and style as a writer, observing firsthand the connection between reading and writing.</p>	<p style="text-align: center;">Reading</p> <table border="0"> <tr> <td>RL.7.1</td> <td>RI.7.1</td> </tr> <tr> <td>RL.7.2</td> <td>RI.7.2</td> </tr> <tr> <td>RL.7.3</td> <td>RI.7.3</td> </tr> <tr> <td>RL.7.4</td> <td>RI.7.4</td> </tr> <tr> <td>RL.7.5</td> <td>RI.7.5</td> </tr> <tr> <td>RL.7.6</td> <td>RI.7.6</td> </tr> <tr> <td>RL.7.10</td> <td>RI.7.8</td> </tr> <tr> <td></td> <td>RI.7.9</td> </tr> <tr> <td></td> <td>RI.7.10</td> </tr> </table>	RL.7.1	RI.7.1	RL.7.2	RI.7.2	RL.7.3	RI.7.3	RL.7.4	RI.7.4	RL.7.5	RI.7.5	RL.7.6	RI.7.6	RL.7.10	RI.7.8		RI.7.9		RI.7.10		
RL.7.1	RI.7.1																						
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RL.7.10	RI.7.8																						
	RI.7.9																						
	RI.7.10																						
<p>Text Complexity Rationale</p> <p>The readability of the anchor text falls in the middle of the graded 6-8 band, but the meaning and knowledge demands of the text are very complex. The quantitative and qualitative measures for the related texts are suitable for stretching students’ abilities to read complex text.</p>			<p style="text-align: center;">Writing</p> <table border="0"> <tr> <td>W.7.2</td> <td>W.7.6</td> </tr> <tr> <td>W.7.3</td> <td>W.7.9</td> </tr> <tr> <td>W.7.4</td> <td>W.7.10</td> </tr> <tr> <td>W.7.5</td> <td></td> </tr> </table> <hr/> <p style="text-align: center;">Speaking & Listening</p> <table border="0"> <tr> <td>SL.7.1</td> <td>SL.7.4</td> </tr> <tr> <td>SL.7.2</td> <td></td> </tr> <tr> <td>SL.7.3</td> <td></td> </tr> </table> <hr/> <p style="text-align: center;">Language</p> <table border="0"> <tr> <td>L.7.1</td> <td>L.7.4</td> </tr> <tr> <td>L.7.2</td> <td>L.7.5</td> </tr> <tr> <td>L.7.3</td> <td>L.7.6</td> </tr> </table>	W.7.2	W.7.6	W.7.3	W.7.9	W.7.4	W.7.10	W.7.5		SL.7.1	SL.7.4	SL.7.2		SL.7.3		L.7.1	L.7.4	L.7.2	L.7.5	L.7.3	L.7.6
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W.7.3	W.7.9																						
W.7.4	W.7.10																						
W.7.5																							
SL.7.1	SL.7.4																						
SL.7.2																							
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L.7.1	L.7.4																						
L.7.2	L.7.5																						
L.7.3	L.7.6																						
		<p style="text-align: center;">Text Use</p> <p>Read, comprehend, evaluate, and write memoirs.</p>																					

7th Grade – ELA



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Guidebook 2.0 Unit 3 – “How to Write a Memoir”

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance	
<p>The “big ideas” of this unit include:</p> <ul style="list-style-type: none"> Topic: Coming-of-age stories Themes: Evaluate the craft and importance of memoirs while considering personal exploration of transition and hope Text Use: Read, comprehend, evaluate, and write memoirs 	<p>Students will demonstrate understanding of the “big ideas” through various assessments:</p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> Comprehend memoirs Evaluate memoirs by applying the recommendations of other authors <p>A cold read assessment:</p> <ul style="list-style-type: none"> Read and understand complex texts Write in response to text <p>An extension task:</p> <ul style="list-style-type: none"> Write memoirs Apply writing technique from strong models and expert guidance 	<p>Lesson 1: Summarize Zinsser’s ideas</p> <p>Lesson 2: Analyze sentence types and phrases</p> <p>Lesson 3: Begin to develop quality criteria</p> <p>Lesson 4: Begin independent memoir</p> <p>Lesson 5: Determine meaning of unknown words</p> <p>Lesson 6: Prepare for literature circles</p> <p>Lesson 7: Discuss memoirs in literature circles</p> <p>Lesson 8: Begin evaluating memoir</p> <p>Lesson 9: Analyze internal and external conflicts in “Eleven”</p> <p>Lesson 10: Analyze how author uses language to develop character</p> <p>Lesson 11: Analyze voice in “Eleven”</p> <p>Lesson 12: Write an analysis of voice in “Eleven”</p> <p>Lesson 13: Analyze contrasts and contradictions in “Thank You M’am”</p> <p>Lesson 14: Analyze how character actions develop theme</p> <p>Lesson 15: Analyze point of view and evaluate text against criteria</p> <p>Lesson 16: Prepare for literature circles</p> <p>Lesson 17: Discuss memoirs in literature circles</p> <p>Lesson 18: Continue evaluating memoir</p> <p>Lesson 19: Analyze vivid imagery in “Oranges”</p>	<p>Lesson 20: Evaluate “Oranges” against criteria</p> <p>Lesson 21: Summarize connections in “Short Memoirs: Six Little Words Can Be Revealing”</p> <p>Lesson 22: Identify the central ideas and structure of “How to Write a Memoir”</p> <p>Lesson 23: Explain how structure supports central idea</p> <p>Lesson 24: Apply advice to memoir writing</p> <p>Lesson 25: Prepare for literature circles</p> <p>Lesson 26: Discuss memoirs in literature circles</p> <p>Lesson 27: Begin the writing process</p> <p>Lesson 28: Write the first draft</p> <p>Lesson 29: Revise the first draft</p> <p>Lesson 30: Complete final draft</p> <p>Lesson 31: Record writing advice from Rick Riordan</p> <p>Lesson 32: Record writing advice from The Elements of Style</p> <p>Lesson 33: Begin writing a memoir</p> <p>Lesson 34: Write first draft of a memoir</p> <p>Lesson 35: Revise memoir</p> <p>Lesson 36: Complete final draft of memoir</p> <p>Lesson 37: Read, understand, and express understanding of a new text</p> <p>Lesson 38: Read, understand, and express understanding of a new text</p>

7th Grade – ELA



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Guidebook 2.0 Unit 3 – “How to Write a Memoir”

TYPE	Unit 3: “How to Write a Memoir” ~ CONTENT	Standards Alignment		
Culminating Writing Task ¹³	<p>Student Prompt: During this unit we read memoirs. In “How to Write a Memoir,” William Zinsser provides advice on how to write and organize a memoir. Consider the tone, style, voice, structure, and themes of the memoir you read independently. Write an explanatory essay in which you examine whether the memoir you read follows the recommendations indicated by Zinsser. Convey your ideas through the selection, organization, and analysis of relevant content.</p> <p>Teacher Note: The completed writing should use grade-appropriate words and language that expresses ideas precisely and concisely, maintaining a formal tone and recognizing and eliminating wordiness and redundancy. Sentences should reflect variety. The completed writing should also demonstrate command of proper grammar and usage, punctuation, and spelling. Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing to improve student writing ability.</p>	<i>(Note: Standards alignment depends on question content)</i>		
	RI.7.2	W.7.2	L.7.1	
	RI.7.5	W.7.4	L.7.2	
	RI.7.6	W.7.5	L.7.3	
	RI.7.9		L.7.6	

TYPE	Unit 3: “How to Write a Memoir” ~ CONTENT	Standards Alignment		
Cold-Read Assessment ¹⁴	<p>Read “Seventh Grade” by Gary Soto independently and answer a combination of multiple-choice and constructed-response questions using evidence for all answers. Sample questions:</p> <ul style="list-style-type: none"> Which statement best describes the central idea of the text? Which line from the text best supports the central idea? Analyze how the characters of this story interact and how their words or actions influence those of another character. Cite textual evidence to support your analysis. In “<i>Seventh Grade</i>,” the narrator indicates Victor’s changing emotions with, “The rosebuds of shame on his face became bouquets of love.” Interpret the meaning of the author’s use of figurative language and explain how its use impacts the tone of the story. Although Victor is the protagonist of “<i>Seventh Grade</i>,” other characters’ thoughts and feelings impact the story in significant ways. Analyze how the author develops and contrasts the points of view of the different characters, citing textual evidence to support your analysis. Using context clues, determine the meaning of the word <i>sheepishly</i> from paragraph 54. 	<i>(Note: Standards alignment depends on question content)</i>		
	RI.7.1	L.7.4		
	RI.7.2			
	RI.7.3			
	RI.7.4			
	RI.7.6			
	RI.7.10			

¹³ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

¹⁴ Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.



Guidebook 2.0 Unit 3 – “How to Write a Memoir”

TYPE	Unit 3: “How to Write a Memoir” ~ CONTENT	Standards Alignment	
Extension Task ¹⁵	<p>“Writers are the custodians of memory.” What does William Zinsser mean by this statement? How does this apply to the “coming-of-age” literature read in this unit? Considering all of the advice on writing from the professional writers in this unit, what lessons have you learned about your voice and style in writing?</p> <p>After reading several pieces about “growing up,” write a memoir based on a real and appropriate personal experience using the techniques outlined by Zinsser, Riordan, and Strunk and White, and captured on the Quality Criteria for Memoir Writing Checklist. Be sure to engage and orient your reader by establishing a point of view, introducing characters, and organizing a logical sequence. Use narrative techniques, such as dialogue, a variety of transition words, phrases and clauses, relative details and sensory language, and a conclusion that reflects “a universal truth.”</p>	<i>(Note: Standards alignment depends on question content)</i>	
		W.7.3	L.7.1
		W.7.4	L.7.2
		W.7.5	L.7.3
			L.7.6
		<p>Teacher Note: <i>The completed writing should use grade-appropriate language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Sentences should reflect variety, particularly that the student writer chose among simple, compound, complex, and compound-complex sentences. The completed writing should also demonstrate command of proper grammar, punctuation, and spelling. Use peer and teacher conferencing as well as small-group work that targets student weaknesses in writing.</i></p> <p>Another possible resource aimed at supporting student writers is Spilling Ink: A Young Writer’s Handbook¹⁶ by Anne Mazer and Ellen Potter.</p>	

¹⁵ Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

¹⁶ <http://www.spillinginkthebook.com/the-book/>

7th Grade – ELA



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Guidebook 2.0 Unit 4 – Excerpts from Behind the Scenes

Recommended Anchor Text	Recommended Related Texts	Unit Focus	Diocese of Alexandria Standards																																										
<p>Behind the Scenes: or, Thirty Years a Slave, and Four Years in the White House, Elizabeth Keckley (informational)</p>	<p>Literary Texts (Fiction)</p> <ul style="list-style-type: none"> • “O Captain! My Captain,” Walt Whitman • “The People Could Fly,” Virginia Hamilton <p>Informational Texts (Nonfiction)</p> <ul style="list-style-type: none"> • Excerpt from Chapter 11 of <i>A Narrative on the Life of Frederick Douglass, an American Slave</i>, Frederick Douglass • “The Great Escape From Slavery of Ellen and William Craft” from <i>SmithsonianMag.com</i>, Marian Smith Holmes (June 2010) • Introductory front matter, Prologue, and Chapters I-II of <i>Chasing Lincoln’s Killer</i>, James L. Swanson • “Notable Visitors: Frederick Douglass,” Mr. Lincoln’s White House • “A Fitting Friendship Between Dressmaker and Mary Todd Lincoln,” Jeanne Kolker • Excerpt from <i>Harriet Tubman: Conductor on the Underground Railroad</i>, Ann Petry • “Letter from Frederick Douglass to Harriet Tubman, 1868” from <i>Scenes</i> <p>Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • “Mary Todd Lincoln – Mini Biography” from Biography.com • “Mary Todd Lincoln – The White House” from Biography.com • “Mary Todd Lincoln – Influence Peddler” from Biography.com 	<p>Students explore a tumultuous period in our country’s history during which people questioned political decisions, morals, and social norms. This unit presents opportunities for students to examine different perspectives through various accounts, real and fictional. Students consider various personal accounts and primary sources that offer different interpretations of people and events of the time. This unit may connect to social studies.</p>	<p>Reading</p> <table border="0"> <tr><td>RL.7.1</td><td>RI.7.1</td></tr> <tr><td>RL.7.2</td><td>RI.7.2</td></tr> <tr><td>RL.7.3</td><td>RI.7.3</td></tr> <tr><td>RL.7.4</td><td>RI.7.4</td></tr> <tr><td>RL.7.5</td><td>RI.7.5</td></tr> <tr><td>RL.7.6</td><td>RI.7.6</td></tr> <tr><td>RL.7.9</td><td>RI.7.7</td></tr> <tr><td>RL.7.10</td><td>RI.7.8</td></tr> <tr><td></td><td>RI.7.9</td></tr> <tr><td></td><td>RI.7.10</td></tr> </table> <hr/> <p>Writing</p> <table border="0"> <tr><td>W.7.1</td><td>W.7.7</td></tr> <tr><td>W.7.2</td><td>W.7.8</td></tr> <tr><td>W.7.4</td><td>W.7.9</td></tr> <tr><td>W.7.5</td><td>W.7.10</td></tr> <tr><td>W.7.6</td><td></td></tr> </table> <hr/> <p>Speaking & Listening</p> <table border="0"> <tr><td>SL.7.1</td><td>SL.7.4</td></tr> <tr><td>SL.7.2</td><td>SL.7.5</td></tr> <tr><td>SL.7.3</td><td>SL.7.6</td></tr> </table> <hr/> <p>Language</p> <table border="0"> <tr><td>L.7.1</td><td>L.7.4</td></tr> <tr><td>L.7.2</td><td>L.7.5</td></tr> <tr><td>L.7.3</td><td>L.7.6</td></tr> </table>	RL.7.1	RI.7.1	RL.7.2	RI.7.2	RL.7.3	RI.7.3	RL.7.4	RI.7.4	RL.7.5	RI.7.5	RL.7.6	RI.7.6	RL.7.9	RI.7.7	RL.7.10	RI.7.8		RI.7.9		RI.7.10	W.7.1	W.7.7	W.7.2	W.7.8	W.7.4	W.7.9	W.7.5	W.7.10	W.7.6		SL.7.1	SL.7.4	SL.7.2	SL.7.5	SL.7.3	SL.7.6	L.7.1	L.7.4	L.7.2	L.7.5	L.7.3	L.7.6
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L.7.2	L.7.5																																												
L.7.3	L.7.6																																												
<p>Text Complexity Rationale</p>		<p>Text Use</p> <p>Point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events.</p>																																											

7th Grade – ELA



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Guidebook 2.0 Unit 4 – Excerpts from Behind the Scenes

Unit Focus	Unit Assessment	Guidebook 2.0 – Daily Performance.	
<p>The “big ideas” of this unit include:</p> <ul style="list-style-type: none"> • Topic: Pre– and post–Civil War America • Themes: Consider how societies struggle with change and the differing perspectives of individuals through that change • Text Use: Character point of view given historical perspective, comparing nonfiction and fiction to understand historical settings and events, comprehending firsthand accounts and primary sources of historical events 	<p>Students will demonstrate understanding of the “big ideas” through various assessments:</p> <p>A culminating writing task:</p> <ul style="list-style-type: none"> • Determine and analyze central ideas of a text • Support analysis with evidence from the text <p>A cold read assessment:</p> <ul style="list-style-type: none"> • Read and understand grade-level texts • Compare and contrast how texts approach similar topics <p>An extension task:</p> <ul style="list-style-type: none"> • Compare and contrast historical accounts of events • Read and comprehend firsthand accounts and primary sources of historical events 	<p>Lesson 1: Meet the author Lesson 2: Identify claims Lesson 3: Examine tone to determine theme Lesson 4: Compare and contrast narratives Lesson 5: Continue to compare and contrast Lesson 6: Identify and paraphrase claims Lesson 7: Read Keckley’s emancipation Lesson 8: Discover how imagery impacts Lesson 9: Read a second account Lesson 10: Compare and contrast texts Lesson 11: Examine a third emancipation story Lesson 12: Prepare to write an argument Lesson 13: Write an argument Lesson 14: Read and summarize Lesson 15: Identify main idea, tone, and purpose of selections from the anchor text Lesson 16: Identify main idea, tone, and purpose of a film Lesson 17: Compare and contrast main idea, tone, and purpose Lesson 18: Examine sentence structures to unlock meaning Lesson 19: Identify and explain text evidence Lesson 20: Examine tone and write an argumentative essay Lesson 21: Read and show understanding Lesson 22: Write in response to a prompt</p>	<p>Lesson 23: Self-evaluate and revise an essay Lesson 24: Examine passages for meaning, author reliability, and purpose Lesson 25: Examine for meaning and tone Lesson 26: Compare and contrast different accounts and purposes for writing Lesson 27: Understanding Word Choice Lesson 28: Read and understand a poem Lesson 29: Write a literary analysis Lesson 30: Examine author’s tone and explore how it hints at purpose for writing Lesson 31: Explore changing relationships and re-visit author’s purpose Lesson 32: Explore how different authors advance different interpretations Lesson 33: Examine a prompt and rubric Lesson 34: Plan and write an essay Lesson 35: Evaluate and revise an essay Lesson 36: Edit and produce a final draft Lesson 37: Cold-read task, part 1 Lesson 38: Cold-read task, part 2 Lesson 39: Cold-read task, part 3 Lesson 40: Analyze the extension task and conduct research Lesson 41: Conduct research and organize notes Lesson 42: Create a multimedia presentation Lesson 43: Present a multimedia presentation</p>

7th Grade – ELA



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TYPE	Unit 4: Excerpts from Behind the Scenes ~ CONTENT	Standards Alignment		
Culminating Writing Task ¹⁷	<p>Student Prompt: In the Preface to her memoir <i>Behind the Scenes: or, Thirty Years a Slave, and Four Years in the White House</i>, Elizabeth Keckley introduces two topics, slavery and Mrs. Lincoln. What is Keckley’s position on each topic? How does she develop and support her position on each topic throughout the text of her memoir? Write a multi-paragraph essay that analyzes how those ideas are developed through the excerpts read in class.</p>	<i>(Note: Standards alignment depends on question content)</i>		
		RI.7.1	W.7.1	L.7.2
		RI.7.2	W.7.4	L.7.3
			W.7.5	L.7.16
			W.7.9	
			W.7.10	
	<p>Teacher Note: <i>Students write a multi-paragraph essay that introduces two central ideas within Keckley’s memoir and analyzes how those ideas are developed throughout the text, including logical reasons and direct quotations. The essay includes grade-appropriate words and phrases and demonstrates command of proper grammar and usage, punctuation, and spelling, including using a variety of sentence patterns that express ideas precisely and concisely. Use peer and teacher conferencing to improve student writing.</i></p>			

TYPE	Unit 4: Excerpts from Behind the Scenes ~ CONTENT	Standards Alignment		
Cold-Read Assessment ¹⁸	<p>Read the excerpt from Harriet Tubman: Conductor on the Underground Railroad by Ann Petry and the “Letter from Frederick Douglass to Harriet Tubman, 1868” from <i>Scenes in the Life of Harriet Tubman</i> by Sarah Hopkins Bradford independently. Answer a combination of questions about both texts, using evidence for all answers.</p> <ul style="list-style-type: none"> What is the “machinery of pursuit” to which Ann Petry refers? How did leaving on Sunday impact the effectiveness of the “machinery of pursuit” and Harriet’s journey? What words or phrases does the author use to reveal the tone on pages 1-2 of the excerpt from Harriet Tubman: Conductor on the Underground Railroad? How do each of the following stories told in Harriet Tubman: Conductor on the Underground Railroad represent the sacrifices made in the name of freedom? <ul style="list-style-type: none"> Harriet’s story Thomas Garrett’s story William and Ellen Craft’s and Fredrick Douglass’s stories Middle Passage and Thomas Sims’ stories In the “Letter from Frederick Douglass to Harriet Tubman, 1868,” how does Frederick Douglass contrast his point of view from Harriet Tubman’s? What words, phrases, and examples does he provide to establish this contrast? Throughout Harriet Tubman’s journey, she often said, “We got to go free or die. And freedom’s not bought with dust.” In an essay, explain how the actions of Harriet Tubman and at least two other individuals from the unit illustrate the fight for freedom as noted in this quote. 	<i>(Note: Standards alignment depends on question content)</i>		
		RI.7.1	W.7.2	
		RI.7.3	W.7.4	
		RI.7.4	W.7.9	
		RI.7.5	W.7.10	
		RI.7.7		
		RI.7.9		

¹⁷ Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

¹⁸ Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.

7th Grade – ELA



THE DIOCESE
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Guidebook 2.0 Unit 4 – Excerpts from Behind the Scenes

TYPE	Unit 4: Excerpts from Behind the Scenes ~ CONTENT	Standards Alignment		
Extension Task	<p>Investigate accounts of the American Civil War time period by a:</p> <ul style="list-style-type: none"> • Specific person (e.g., Elizabeth Keckley, Frederick Douglass, Abraham Lincoln, Mary Todd Lincoln, Harriet Tubman), • Event (e.g., a Civil War battle, ratification of the 13th amendment, Lincoln’s assassination), or • Idea (e.g., slavery, states’ rights, federalism). <p>Use both primary and secondary resources in your research including the anchor and related texts. Write a report that compares and contrasts the various portrayals of your chosen topic while quoting or paraphrasing the conclusions of others. Focus the comparisons on the evidence or interpretations that are emphasized and how that affects the tone, central ideas and reader understanding, and builds a more complete understanding of the topic under investigation. Then present your ideas in a brief (5- to 8-minute) multimedia presentation.</p>	<i>(Note: Standards alignment depends on question content)</i>		
		SL.7.4	W.7.2	L.7.1
		SL.7.5	W.7.4	L.7.2
		SL.7.6	W.7.5	L.7.3
			W.7.6	L.7.5
		RI.7.1	W.7.7	L.7.6
		RI.7.2	W.7.8	
		RI.7.9	W.7.9	
<p>Teacher Note: <i>The report should introduce and develop the topic with relevant facts, details, examples, or quotations. Essays should use organizational strategies and transitions to create cohesion and provide a clear conclusion. Students should use grade-appropriate words and phrases that express ideas precisely, as well as a variety of sentence types, and demonstrate command of proper grammar and usage, punctuation, and spelling. Use technology to produce, offer suggestions on a peer’s writing, and create the multimedia presentation.</i></p>				



Suggested Cross Curricular and Catholic Social Teaching Links

- Students listen to speeches on the Internet with themes centered on human rights and use those speeches as models in their own presentation on similar issues. (Social Studies, Religion, Listening Skills)
- Students read and discuss novels that deal with personal growth and overcoming obstacles (*Hatchet*, *Where the Red Fern Grows*, *Lyddie*) and articulate an understanding of the dignity of the human person and the responsibility of Christians to work for justice in the workplace. (Religion, History, Literature)
- Students read a variety of nonfiction pieces about environmental issues and natural resources to develop an understanding of themselves as guardians of creation. (Science, Religion, Literature)
- Students research topics for essays in science, history, geography in both text and online sources and consistently observe copyright laws, demonstrating respect for the rights and dignity of others. (History, Geography, Science)
- Students read and write about the many conflicts in American history and reflect on the need for lasting peace and what it means to be a peacemaker. (History, Religion, Literature, Written Language)
- Students read and write essays and speeches that connect excessive economic, social and cultural inequalities to conflicts between nations and among peoples (both in the present and past), articulating the link between peace and justice. (Social Studies, Science, Religion, Literature, Written Language)
- Students write poems about peace recognizing it as more than "...just the absence of war..." (Pope John Paul II). (Religion, Social Studies, Written Language)
- Students write persuasive essays and speeches supporting one political leader over another because he/she better reflects an understanding of society's moral responsibility to protect human rights. (Religion, Social Studies, Written Language)
- Students write short stories describing the consequences of moral choices. (Religion, Written Language)
- Students write about and calculate the cost of war, natural disasters, unemployment, etc., expressing an understanding that, as Catholic Christians, we are called to work globally and locally for justice. (Math, Social Studies, Science)

Best Practice Suggestions for ELA in Catholic Schools

- Move into authentic "chapter books" and grade level adaptations of classics when possible. Avoid anthologies and readers. Tailor questions and assignments to the real-world experiences and natural questions of the readers in the class.
- Situate the study of literature within an interdisciplinary approach so that the theology, history, philosophy, beliefs, and practices of the time develop the "story" and inform the discussion of historical events.
- Use multiple literary approaches beyond "close reading," such as moral analysis, to examine a text. Do more with the text than clinically dissect and disaggregate it. Link it with life, context, and transcendent meaning.