



7th Grade Literacy Curriculum Guide Module 3 2014-2015

Unit Name: The Diary of Anne Frank

Module (Number of Days=)
TLI Reading Focus: Literary

Unit Overview:

Students will explore the historical event, the Holocaust, while reading *The Diary of Anne Frank*. They will discuss, analyze, and evaluate the living conditions for the Jewish people under the control of Adolf Hitler and the Nazis.

Performance Task:

Argumentative Writing Task: In the excerpt from *The Boy Who Dared*, Helmut's teacher, Heir Meins, tells him that although his essay stands out from all the rest and suits the ideals of National Socialism, he has noticed that in class, Helmut's idealism also shows. He goes on to warn Helmut: "Be careful of idealism, my boy, for idealism is the most dangerous doctrine of all." Using examples of Helmut's actions, the BBC broadcasts to which he listens, the Heinrich Mann book he reads, the conversations he has with Rudi and Karl, as well as your own ideas about idealism, write a multi-paragraph essay explaining why you agree or disagree with the teacher's opinion.

Essential Questions:

How can one cope with living in fear?

Building Background Knowledge Prior to Teaching:

Please refer to North Carolina Unpacked Standards.

The explanations and examples in this document reference the Arizona, Delaware, North Carolina and Ohio Departments of Education.

[7th Grade ELA Curriculum Guide for all Standards - Compiled from NC, OH, DE, and AZ.](#)

PBSD- Grade 7 Common Core- Module 3

Reading Complex Texts RL/RI.4.10		Writing About Texts W.4.1-2, 4-6, 9-10		Research Project W.4.7-9 RL/RI.4.1-10	Narrative Writing W.4.3-6,10
5-9 Short Texts	1 Extended Text	Routine Writing	3-4 Analyses	1 Research Project	2-3 Narratives
Literature "O" the Night of the Weeping Children"	Literary: <i>The Diary of Anne Frank</i>	Develop and Convey Understanding <u>Quick Writes</u> Students will write about how the use of figurative language helps creates mood in poetry. Students will explain how the figurative language helps the poet accomplish his purpose. Students will analyze artwork for central idea. <u>Comprehension and Analysis Questions</u> Students will gauge their understanding of the text and extend their knowledge by thinking critically with responses to questions following each section.	<u>Focus on Inform & Explain</u> Why does Anne most likely mimic the dress and behavior of other people in the loft? <u>Focus on Inform & Explain</u> Choose three of the Hanukkah gifts that Anne gives out and explain why that gift is a good choice for the person who receives it. What does her gift-giving show about Anne? <u>Focus on Inform & Explain</u> Poets must choose words carefully to convey meaning through a limited number of words. Explain a few (3-4) ways that poets achieve the intended meaning of their poems.	Integrate knowledge from sources when composing Students will research the effects of World War I and World War II and analyze how the wars may have directly or indirectly contributed to the Holocaust.	<u>Convey Experiences</u> The Franks, Van Daans, and Dussel live for years under enormous pressure. What things does the group do in order to help them survive this dangerous situation? What things do individual characters do that works against the group's survival? In what ways does their dangerous position affect the character's everyday activities? <u>Convey Experiences</u> Many critics see <i>The Diary of Anne Frank</i> as embodying a hopeful message despite its grim content. Do you agree with this assessment? Why or why not? Use specific examples from the play to support your answer.
Literature "Kristallnacht" (Poem)					
Literature <i>The Boy who Dared</i> by Susan Campbell					
Science					
Social Studies "My Friend, Anne Frank" by Alison Leslie Gold					
Art "A Holocaust Art Exhibit" by the University of Illinois at Urbana-Champaign					
For Reading and Writing in Each Module					
Cite Evidence RL/RI.4.1	Analyze Content RL/RI.4.2-9, SL.4.2-3	Study and Apply Grammar L.4.1-3, SL.4.6	Study and Apply Vocabulary L.4.4-6	Conduct Discussions SL.4.1	Report Findings SL.4.4-6

Context for Instruction

Reading Workshop Block Schedule	Writing Workshop Block Schedule
<p>Familiar or Independent Reading---15 minutes daily Word Study—Whole Group---15-20 minutes daily Book Talk—5 Minutes Read Aloud—Whole Group---15 minutes</p> <ul style="list-style-type: none"> • Vocabulary Instruction –5-10 minutes (Tied to Read Aloud) • Strategy based reading mini-lesson—15 minutes <p style="text-align: center;">Reading Period</p> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Guided Reading</p> <ul style="list-style-type: none"> • Small group meet with teacher • Comprehension focus </div> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Literature Discussion</p> <ul style="list-style-type: none"> • Student-led literature discussion • Teacher set purpose for learning and facilitate discussion </div> <div style="border: 1px solid blue; padding: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Independent Reading</p> <ul style="list-style-type: none"> • Students Reading Independently • Students respond to text in reading response log/notebook </div>	<p>Language Standards (conventions)---Whole Group 10-15 minutes daily Write Aloud/Modeling ---Whole Group---20 Minutes</p> <ul style="list-style-type: none"> • Strategy based writing mini-lesson using anchor text or passages <p style="text-align: center;">Writing Period</p> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Guided Writing</p> <ul style="list-style-type: none"> • Small Group meets with teacher • Writing focus </div> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Independent Writing</p> <ul style="list-style-type: none"> • Teacher sets purpose for writing • Students write independently for a minimum of 30 minutes </div> <div style="border: 1px solid blue; padding: 5px;"> <p style="text-align: center; background-color: #4a7ebb; color: white; padding: 2px;">Conferencing</p> <ul style="list-style-type: none"> • Teacher holds individual writing conferences for at least 3 students daily </div>

Teachers should follow this guide to plan daily literacy instruction. Students must participate in daily reading and writing.

7th Grade ELA Checklist for Module 3

Standards	Date Taught	Date Re-Taught	Date Reviewed	Date Assessed	Date Re-Assessed
7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.					
7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.					
7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).					
7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.					
7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.					
7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.					
7.RL.7 Compare and contrast a written story, drama,					

<p>or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>					
<p>7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>					

7th Grade ELA Standards – Embedded into ALL Modules

[7th Grade ELA Curriculum Guide for all Standards - Compiled from NC, OH, DE, and AZ.](#)

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

W.7.1.A Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.7.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.7.1.D Establish and maintain a formal style.

W.7.1.E Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, analysis of relevant content.

W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.2.C Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.7.2.E Establish and maintain a formal style.

W.7.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.7.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.C Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.7.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.7.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to grade 7

W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.9.A Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").

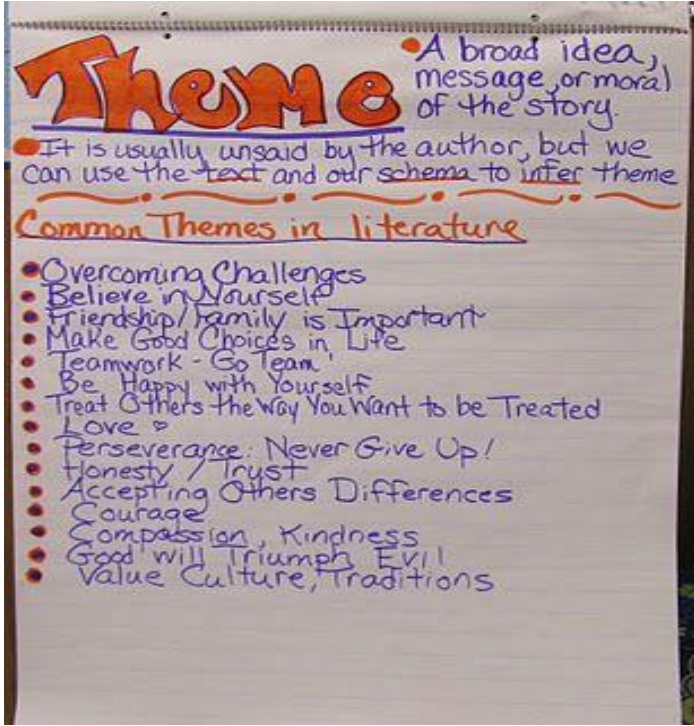
W.7.9.B Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Seventh grade students develop the ability to gather more than one piece of evidence to support their thinking about the texts they read. Students need to be able to find pieces of relevant evidence that not only support their thinking, but are linked together to a common idea or conclusion. In order to do this work, students need practice in locating, evaluating, and categorizing evidence and linking this evidence to conclusions or claims they have made about the text.</p> <p>At this level, seventh grade students continue to make inferences and draw conclusions based upon the relationship between the support (key details) they find in the text and the background information they bring to the reading.</p> <div data-bbox="548 1036 1255 1284" data-label="Diagram"> <pre> graph TD A[OPINION Or QUOTE] --- B[SUPPORTING DETAILS] A --- C[SUPPORTING DETAILS] A --- D[SUPPORTING DETAILS] </pre> </div>	<p>Student identifies several specific instances in the text to support an explicit or inferential analysis of the text. Citations may be written or orally presented. In a formal (e.g., essay, literary response, summary, presentation, etc.) or informal (e.g., discussion, journal response, etc.) written or oral response to literature, students paraphrase or quote directly from the literature to support their analysis or inference. Students read a piece of historical fiction and support the events using primary source documents. Connections: SS07.S1C1.05, SS07.S2C1.05, ET07.S3C2.02</p> <p>Graphic Organizer: Grade 7 Unit 2 As you read a novel that is set in the Middle Ages, take notes in your journal about how the characters are affected by the time period in which they lived. Be sure to make notes of page numbers with relevant information or mark your text with a sticky note so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> • Where was that person’s place in the feudal system? • What was his or her economic status? • Where did the character live, and why? • What did the character’s parents do, and what does this mean for the character? • What was that character’s context? What was happening in the world? • What was a typical day like for this person? <p>Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion. (RL.7.3, RL.7.9, RL.7.1)</p>

		<p>Sample Questions:</p> <ul style="list-style-type: none">• Why was Jonathan able to finish the race first? How do you know? What is the textual evidence that supports your answer?• What is so special about Mario? How do you know? What is the textual evidence that supports your answer?• How did moving to New York change Juan’s career? How do you know? What is the textual evidence that supports your answer?• Why did Tiesha try out for the play? How do you know? What is the textual evidence that supports your answer?• Why did Tyrone get an “A” on his test? How do you know? Textual evidence that supports your answer?• How is John different from Paul? What is the textual evidence that supports your answer? <p><u>Lesson Plans and Activities:</u></p> <p>Learn to Cite Evidence from the Text in Your Own Words</p>
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CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Teachers, feel free to write your comments here.</i></p>	<div data-bbox="1423 207 1852 539" data-label="Image"> </div> <p data-bbox="1478 545 1797 574"><u>Citing Evidence Strategy</u></p> <p data-bbox="1304 662 1938 727"><u>Got Evidence? Prove it! - Citing Evidence Anchor Chart</u></p> <p data-bbox="1304 740 1812 769">Citing Evidence Key Terms and Phrases:</p> <ul data-bbox="1350 782 1875 1175" style="list-style-type: none"> • Because ... • Based on what I read ... • For instance ... • The author stated ... • For example ... • According to the text... • On page _____, it said that ... • In paragraph _____, it said that ... • From the reading, I knew that ... • Two different sources told me that ...

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>Seventh grade students take notice of the author’s use of coherent language to build relationships between ideas and evidence in a text. They can use partner, small group and whole class discussion as well as note-taking and graphic organizers to clarify their thinking about the development of the author’s theme over time within a text.</p>  <p>The image shows a handwritten note on lined paper. At the top, the word 'Theme' is written in large, bold, orange letters. To its right, a definition is written: 'A broad idea, message, or moral of the story.' Below this, a bullet point states: 'It is usually unsaid by the author, but we can use the text and our schema to infer theme.' Underneath, the title 'Common Themes in literature' is written in orange. A list of 15 common themes follows, each preceded by a red dot: Overcoming Challenges, Believe in Yourself, Friendship/Family is Important, Make Good Choices in Life, Teamwork - Go Team, Be Happy with Yourself, Treat Others the Way You Want to be Treated, Love, Perseverance: Never Give Up!, Honesty / Trust, Accepting Others Differences, Courage, Compassion, Kindness, Good will Triumph Evil, and Value Culture, Traditions.</p>	<p>Students identify theme as an underlying message an author conveys in a story. Students identify a theme or a central idea in a text and they are able to follow it through an entire text.</p> <p>Students summarize the theme or central idea as it develops through the text.</p> <p>In <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor, the theme of perseverance is evident and can be followed throughout the novel. Students analyze the development of the theme over the course of the novel by finding examples. Students can then write a summary identifying evidence of the theme in the novel.</p> <p>Literature Response Grade 7 Unit 5</p> <p>While reading <i>Eva</i> by Peter Dickinson, take notes in your journal about how the author comments on human beings’ impact on the ecology of the earth. Did this book make you think more about this issue? Why or why not? Defend your answer, citing specific information from the text.</p> <p>(RL.7.1, RL.7.2)</p>

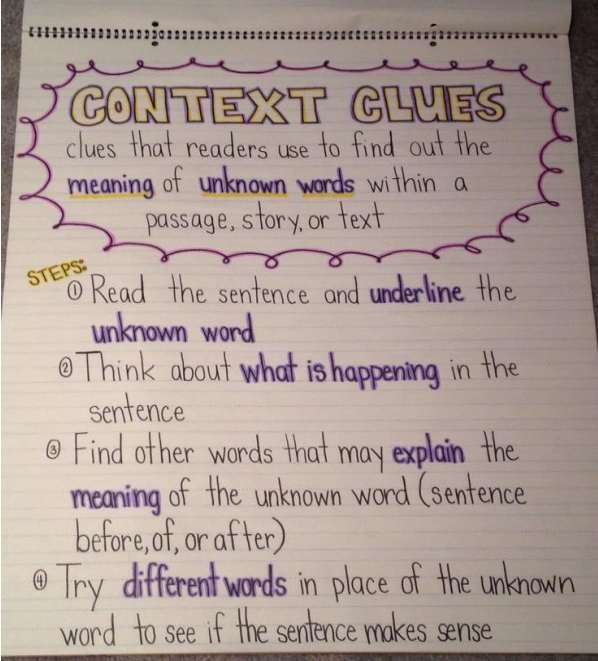
CCSS Focus Standards	Explanation of Standard	Instructional Examples
<p>7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p><i>Teachers, feel free to write your comments here.</i></p>	<p>Lesson Plans and Activities:</p> <ul style="list-style-type: none"> • Summary Graphic Organizer – SWBST (Someone Wanted ... But So... Then) • Use a story map to summarize and to retell the story • Students summarize text, incorporating explanation of the theme from their notes. • Theme: one word or a few words that sums up the story • Model summarizing from the text to support the theme of a story. The teacher may combine the key points in order to demonstrate generalized meaning or theme (a broader view) • Model the process of determining a theme by thinking aloud using a well-known story (e.g., <i>Three Little Pigs</i>: collaboration or working together brings success; <i>The Boy Who Cried Wolf</i>: honesty is the best policy). • Target Fundamental Lesson SE006 • Lesson Plans for RL 2-4 - Great Resource <div data-bbox="1478 824 1793 1344" data-label="Image"> </div> <p>Pinterest Board with Summary and Theme Anchor Charts and Ideas</p>

Focus Standards	Explanation of Standard	Instructional Examples
<p>7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Seventh grade students read the text closely so as to analyze the impact specific story elements have on the text. For example, they may think of how the plot and setting affect the actions/choices of the characters. In order to do so, students will need to read across various genres (widely and deeply) and use a comparison tool (graphic organizer) to take note of the relationships.</p>	<p>Students examine how literary elements affect one another. After reading Guy de Maupassant’s “The Necklace”, students identify how the setting in a modest, small apartment in France impacts the main character and her subsequent choices. Students analyze how environmental risks interact with biological or geological systems.</p> <p>Literature Response Grade 7 Unit 1 While reading <i>The Midwife’s Apprentice</i> by Karen Cushman, think about how a nameless girl becomes a memorable character. Write a response to this question in your journal: “How does an author develop memorable characters?”</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • How does the setting shape the main character in this story? Use specific examples from the story in your analysis. • How might the main character be different if the setting was in a rural area rather than a suburban one? Use information from the story in your analysis. • How does the setting influence the plot in this story/drama? Use specific examples from the story/drama in your analysis. • How might the plot of the story be different if it was set in a mountainous region rather than a desert? Use information from the story in your analysis. • How does the setting influence the main character in this drama? <p>Use specific examples from the drama in your analysis.</p> <ul style="list-style-type: none"> • What is the impact of the main character’s

		<p>personality on the plot? Use specific examples from the story/drama in your analysis.</p> <ul style="list-style-type: none">• Analyze how the setting shapes the main character in this story/drama. Use specific examples from the story/drama in your analysis.• Analyze how the setting shapes the plot in this story/drama. Use specific examples from the story/drama in your analysis. <p><u>Lesson Plans and Activities:</u></p> <ul style="list-style-type: none">• Learn zillion video -explain-how-a-characters-actions-contribute• http://betterlesson.com RL-3-3-describe-characters-in-a-story-• Character Trait Lesson Plan using the book <u>Chrysanthemum</u> with• Comparing Across Books Lesson Plan• Lesson Plans for RL 2-4 - Great Resource
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CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p><i>Teachers, feel free to write your comments here.</i></p>	 <p>Pinterest Board for story-elements-character-traits-summary/</p>

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p>Students in seventh grade strengthen their ability to understand the meaning of an author’s words. Teachers may instruct students to use their knowledge of word parts to determine the meaning of an unknown word and provide strategies for using context clues. Students will observe how words and phrases often have deeper meanings that require investigation. To do this work, students may keep a running list of figurative language found in their independent reading books with corresponding inferences regarding their varied meaning(s). In addition to understanding the multilayered meanings of words and phrases, students in seventh grade observe writing techniques the author uses to further add layers of meaning to the text. Students need instruction on how to identify such writing techniques, such as alliteration, in an effort to explain the term and construct examples on how the technique is artfully woven into the text. Students then evaluate how the writing technique impacts the work which may require repeated teacher modeling through think-alouds and guided practice.</p>	<p>Students interpret the meaning of unknown words and phrases within a given text. Students recognize and comprehend figurative language and connotative meanings. Students critique the poetic elements in poetry or drama such as rhyme, repetition of sounds, rhythm, meter, etc.</p> <p>After reading Robert Frost’s “Stopping by Woods on a Snowy Evening,” students recognize how the rhyme scheme and repetition of sounds is easily identified.</p> <p>Students read the Emancipation Proclamation and determine the meaning of words used.</p> <p>Dramatization/Fluency Grade 7 Unit 2</p> <p>Write a bio-poem about a character, real or fictional, who you think demonstrates the epitome of perseverance. Present the poem as a dramatic reading.</p> <ul style="list-style-type: none"> • What is the meaning of _____ in paragraph 2? • Which words help the reader understand the meaning of _____ in paragraph 5? • What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 3? • What is meant by the phrase, “You are the sun in my sky,” in paragraph 6? • What is the effect of using the word _____ in paragraph 4? • What is the impact of the repetition of the word _____ in the third stanza? • How does the use of the word “scrawny” rather than “skinny” impact the image the author is creating of the main character? • What is the <i>most likely</i> reason the author used the rhyme scheme he/she does? • What is the effect of the alliteration in the first paragraph? • How does the use of the phrase “barged in” rather than “entered the room” change the tone of the scene the author is creating?

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>	<p><i>Teachers, feel free to write your comments here.</i></p>	<p>Lesson Plans and Activities:</p> <ul style="list-style-type: none"> • Lesson Plans for RL 2-4 - Great Resource • Target Fundamental Lesson LD004 • Lessons and videos for Teaching Context Clues • Context Clues Teaching Tips, Lesson, Graphic Organizers, and Assessment • Context Clues Graphic Organizers and Lesson <p>Write vocabulary on the board. As students read and come a vocabulary word, they use context clues and the graphic organizer to determine the word's meaning. Follow up with discussion.</p>  <p>CONTEXT CLUES clues that readers use to find out the meaning of unknown words within a passage, story, or text</p> <p>STEPS:</p> <ol style="list-style-type: none"> ① Read the sentence and underline the unknown word ② Think about what is happening in the sentence ③ Find other words that may explain the meaning of the unknown word (sentence before, of, or after) ④ Try different words in place of the unknown word to see if the sentence makes sense <p>Pinterest Board with Anchor Charts and Ideas for Context Clues</p>

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>Students in seventh grade pay attention to writing structures. These structures might be unique to a genre (soliloquies in plays; sonnets in poetry). Students will read literature across various genres and observe how the structure adds to the meaning of the work. In order to do this work, students must first be able to describe the structure. This may require students to investigate many pieces of writing with the same structure in order to identify their unifying element. Beyond identifying and describing the structure of a written work, students need to be able to explain how the structure adds to the overall meaning of the piece. This requires they use their prior knowledge regarding a particular structure so as to draw inferences regarding how it affects the writing. Students may need repeated teacher modeling through think-alouds as well as guided practice and guiding questions to help them fully develop this skill</p>	<p>Students identify the format or organization of a drama or poem and explain how the structure affects or enhances the meaning. Shakespearean sonnets follow a specific format in which the meter, rhythm, and rhyme scheme can be analyzed as to how it contributes to the overall meaning of each sonnet. After reading <i>A Raisin in the Sun</i> by Lorraine Hansberry, students identify and analyze the structure of the play, including dialogue and movement, to better understand the meaning of the play.</p> <p>Media Appreciation Discuss the similarities and differences between reading about Annie Sullivan, seeing the film version of <i>The Miracle Worker</i>, and reading the play. How does reading and watching all three versions give you a better picture of Helen Keller and Annie Sullivan than if you only chose one? Write your ideas in your journal. Then, share your ideas with a partner prior to discussing as a class.</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • What is the most likely reason the poet decided to express the ideas in _____ (title of a sonnet) in the form of a sonnet? Use information from the sonnet in your analysis. • What is the most likely reason the playwright decided to include a soliloquy in the first scene? Use information from the drama in your analysis. • How does the structure of this drama help the playwright convey meaning? Use examples from the drama in your analysis. • How does the structure of this poem help the poet convey meaning? Use examples from the poem in your analysis.

		<p><u>Lesson Plans and Activities:</u></p> <ul style="list-style-type: none">• How Reader's Theatre Should Look in a Classroom Lesson Plan• How Parts Fit Together Lesson Plan with Video <p><u>Formative Assessment Opportunities:</u></p> <p>Listen during class discussions of the book. Record observations of students who are able to refer to specific chapters in the book. Also note students who are able to describe how each chapter helps to build the story. Continue to confer with students who are having difficulty with this standard.</p> <p><u>Performance Task:</u></p> <p>Have students choose one chapter from the book and describe how that chapter builds on the earlier chapters.</p> <p>For example, if a student chose chapter 2 in <i>My Father's Dragon</i> by Ruth Stiles Gannett they could describe how they find out how Elmer will be able to fly in this chapter.</p> <p>In chapter 1, the reader only knows that Elmer wants to fly, but not how. In this chapter the cat tells Elmer about the dragon and how the ani quite sure that if you were able to rescue the dragon, which wouldn't be the least bit easy, he'd let you ride him most anywhere, provided you were nice to him..." The information in the second chapter builds on the first chapter telling the reader how Elmer can fly.</p>
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CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p><i>Teachers, feel free to write your comments here.</i></p>	<p>Thinking Stems/Anchor Chart: Poetry</p> <ul style="list-style-type: none"> • What do you notice about the structure of this poem? • How is the author using stanzas? lines? rhyme? • What do you notice about the rhythm of the poem? • How does the rhyme pattern contribute to the rhythm? • How does this author use "sounds and silence" to create rhythm? • How does the author use repetition (a type of "sound") within the poem?  <p>Pinterest Board for Poetry</p>

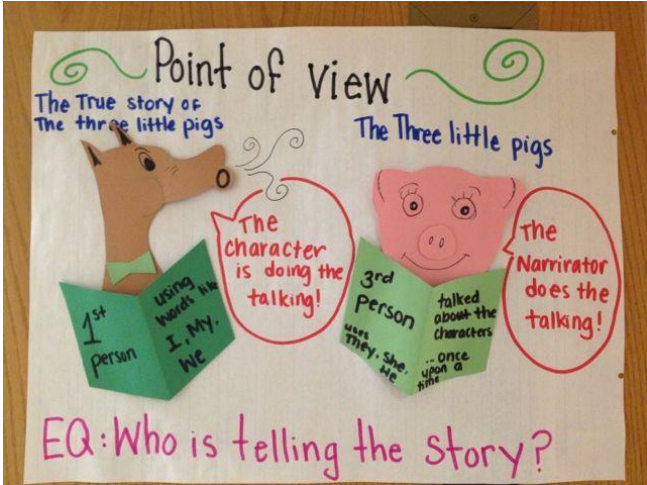
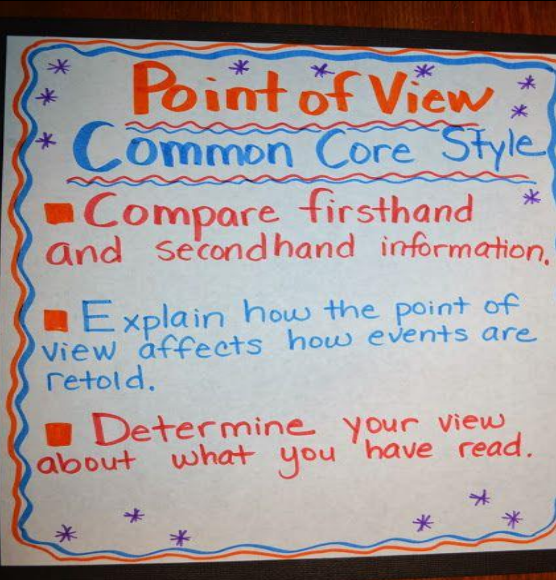
CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities						
<p>7.RL.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>Seventh grade students observe the viewpoints of characters and how these viewpoints resemble or differ from one another. Students keep track of what characters say, do, and think.</p> <p>To do this work, students may compare and contrast the characters' points-of-view in a Venn Diagram. In doing so, students may be able to trace how the author succeeded in creating and conveying the similar and/or dissimilar characters to the reader.</p> <div data-bbox="688 678 947 943" data-label="Diagram"> </div> <table border="1" data-bbox="474 998 1163 1068"> <thead> <tr> <th data-bbox="474 998 600 1036">Author</th> <th data-bbox="600 998 911 1036">Characters or Narrator</th> <th data-bbox="911 998 1163 1036">My Point of view</th> </tr> </thead> <tbody> <tr> <td data-bbox="474 1036 600 1068"></td> <td data-bbox="600 1036 911 1068"></td> <td data-bbox="911 1036 1163 1068"></td> </tr> </tbody> </table>	Author	Characters or Narrator	My Point of view				<p>Students recognize and explain the various points of view (e.g. omniscient, first person, third person, objective, limited omniscient) of different characters or narrators in a text as evidenced by how their perspectives differ from one another throughout the text.</p> <p>Example:</p> <p>O. Henry's "The Gift of the Magi", the two characters want to give each other something for the other one's prized possession. Each character has a limited point of view until each one is revealed in the irony at the end.</p> <p>Students recognize in <i>A Separate Peace</i> by John Knowles, that Gene and Phineas have different points of view as to what happened to Phineas when he fell off the tree limb. Their perspectives can be followed throughout the novel until the end. Students compare and contrast the points of view of the North and South during the Civil War.</p> <p>Connection: SS07.S1C6</p> <p>Graphic Organizer: Grade 7 Unit 3</p> <p>As you read <i>Milkweed</i> by Jerry Spinelli, compare it to <i>The Diary of A Young Girl</i> by Anne Frank, take notes in your journal about how the characters in <i>Milkweed</i> have experiences similar to and different from those of Anne Frank. Be sure to note page numbers with relevant information, or mark your text with sticky notes, so you can go back and cite the text during class discussion.</p> <ul style="list-style-type: none"> • Where did the character live? • What was that character's context? What was happening in the world? • What was a typical day like for this person? • How is the character's experience similar to Anne Frank's?
Author	Characters or Narrator	My Point of view						

		<ul style="list-style-type: none">• How is the character’s experience different from Anne Frank’s? <p>Your teacher may give you the opportunity to share your notes with a partner, prior to class discussion. (RL.7.2, RL.7.6)</p> <p>Sample Questions:</p> <ul style="list-style-type: none">• What is the impact of alternating narrators in each chapter? Use examples from the novel in your analysis.• Was alternating narrators in each chapter effective? Why or why not? Use examples from the novel in your analysis.• What is the most likely reason the author decided to have different narrators in the story? Use examples from the story in your analysis. <p><u>Lesson Plans and Activities:</u></p> <ul style="list-style-type: none">• Point of View Lesson and Activities - True Story of the Three Lit• Point of View Activity
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CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
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7.RL.6
 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.










Teachers, feel free to write your comments here.



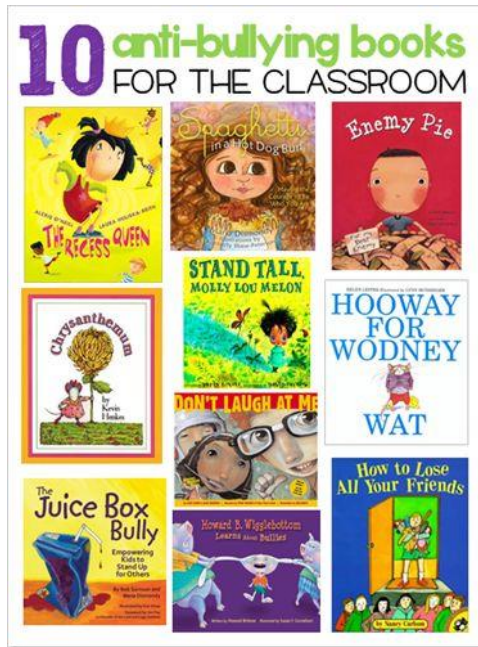
[Pinterest Board with Point of View Anchor Charts](#)

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Students in seventh grade build an understanding of how content differs because of the medium in which it is presented. In order to do this work, students need to interact with content expressed through multiple and varied formats (written, audio, staged, multimedia).</p> <p>They may generate a list of techniques expressed in each medium or compare and contrast two or more mediums. Students should ask themselves how the techniques of a particular medium affect the content. They should also be able to explain what makes each medium unique.</p> <p><u>Lesson Plans and Activities:</u></p> <ul style="list-style-type: none"> • http://learnzillion.com/lessons/1943-explain-how-illustrations-contribute-to-the-meaning-of-a-story - video • Teaching with Illustrations Article and Lesson Plan (author and illustrators explain their books with video link) - see next page • Applying P-QAR to Pictures to Understand their Importance Lesson Plan • Learn How to Use the Purpose-Question Answer Response (P-QAR) Strategy to teach Visualizing • Pedagogy for Teaching Meaning using Words and Visualizing • Target Fundamental Lesson VI002 	<p>Students read a story, drama, or poem and either listen to an audio version or watch a filmed, staged, or multimedia version to compare and contrast the two pieces in an effort to critique the effects of techniques unique to each.</p> <p>Students compare and contrast the effect Henry Wadsworth Longfellow’s poem “Paul Revere’s Ride” has on them to the effect they experience from a multimedia dramatization of the event presented in an interactive digital map), analyzing the impact of different techniques employed that are unique to each medium.</p> <p>Students compare and contrast the text of a speech and then watch it presented on video to analyze the effects unique to each medium. An example of this could be reading and viewing Dr. King’s “I Have a Dream” speech.</p> <p>Media Appreciation Grade 7 Unit 4</p> <p>Compare the book, <i>The Call of the Wild</i> by Jack London, to the movie version. Write your ideas down in your journal or mark your text with sticky notes. Be sure to cite specific similarities and differences between both versions. (RL.7.7)</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • How is the audiotape of _____ (title) alike and different from the written version? How does the sound quality impact the audiotape version? Use specific examples in your answer. • How is the filmed version of _____ (title) alike and different from the book? How do the camera angles the director uses impact the filmed version? Use specific examples in your answer. • How is the performance of _____ (title) alike and different from the written version of the drama? How does the lighting impact the performance? Use specific examples in your analysis.

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
<p>7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p><i>Teachers, feel free to write your comments here.</i></p>	<ul style="list-style-type: none"> Teaching with Illustrations Article and Lesson Plan (author and illustrators explain their books with video link) <hr/> <div data-bbox="1178 396 1388 537">  </div> <p>Brian Selznick <i>The Dinosaurs of Waterhouse Hawkins</i> Selznick's detailed illustrations provide another dimension to this biography of a little-known scientist and his life's work.</p> <hr/> <div data-bbox="1178 662 1388 803">  </div> <p>Mark Teague <i>Dear Mrs. LaRue: Letters from Obedience School</i> In this humorous look at a dog's life behind bars, Teague uses an interplay between illustrations and text to tell the whole story.</p> <hr/> <div data-bbox="1178 906 1388 1047">  </div> <p>Ana Juan <i>The Night Eater</i> In this picture book, Juan's lush illustrations bring readers into the fantastical world of The Night Eater, a creature that gobbles up darkness.</p> <hr/> <div data-bbox="1178 1182 1388 1323">  </div> <p>Ana Juan <i>Frida</i> In this biography of the famous painter Frida Kahlo, Juan's whimsical representations of Frida's life both incorporate and pay homage to Frida's artistic style.</p>

CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities																
<p>7.RL.8 (not applicable to literature)</p> <p>7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>Seventh grade students notice the similarities and differences between historical fiction and a factual text. Students may read a factual account of a historical event and then read about the same event as historical fiction.</p> <p>With the support of a Venn Diagram, they may compare and contrast the two (including time period, location, and historical figure). Students are looking for clues that explain how authors of historical fiction omit, embellish, or alter the information found in factual text to create a story.</p> <p>Name: _____ Date: _____</p> <table border="1" data-bbox="583 889 1092 1360"> <thead> <tr> <th data-bbox="583 889 709 961">Comparing and Contrasting</th> <th data-bbox="709 889 835 961">Story Title: Author:</th> <th data-bbox="835 889 961 961">Story Title: Author:</th> <th data-bbox="961 889 1092 961">Story Title: Author:</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 961 709 1094"> Characters  </td> <td data-bbox="709 961 835 1094"></td> <td data-bbox="835 961 961 1094"></td> <td data-bbox="961 961 1092 1094"></td> </tr> <tr> <td data-bbox="583 1094 709 1227"> Settings  </td> <td data-bbox="709 1094 835 1227"></td> <td data-bbox="835 1094 961 1227"></td> <td data-bbox="961 1094 1092 1227"></td> </tr> <tr> <td data-bbox="583 1227 709 1360"> Problems/Solutions  </td> <td data-bbox="709 1227 835 1360"></td> <td data-bbox="835 1227 961 1360"></td> <td data-bbox="961 1227 1092 1360"></td> </tr> </tbody> </table>	Comparing and Contrasting	Story Title: Author:	Story Title: Author:	Story Title: Author:	Characters 				Settings 				Problems/Solutions 				<p>Students read a piece of historical fiction and a factual historical account of the same time period to compare the two and develop an understanding as to how the author uses or alters history in the fictional piece. Fiction may be a novel, poem, or dramatic piece and is not limited to these examples.</p> <p>Students compare and contrast Laurence Yep’s fictional portrayal of Chinese immigrants in turn-of-the-twentieth-century San Francisco in <i>Dragonwings</i> to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake) in order to glean a deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.</p> <p>Students study 19th century immigration to the United States and then read <i>Ellis Island: Land of Dreams</i> by Joan Lowery Nixon to understand how the author used history to enhance the novel.</p> <p>Literature Response: Grade 7 Unit 1</p> <p>While reading <i>A Single Shard</i>, by Linda Sue Park, think about where Tree-ear gets courage for his dangerous mission. Write a response to this question in your journal: “Are characters born brave, or is courage developed by facing fears?” Justify your answer with specific information from the text.</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> • How are _____ (historical fiction title) and _____ (a historical account of the same time period) alike and different in their portrayal of the 1920s? Use examples from both versions in your comparison. • How are _____ (historical fiction title) and _____ (a historical account of the same time period) alike and different in their portrayal of colonial America? Use examples from both versions in your comparison. • After reading fictional and historical accounts of the 1800s, explain how the author of the fictional account uses or alters history. Use examples from both versions in your explanation.
Comparing and Contrasting	Story Title: Author:	Story Title: Author:	Story Title: Author:															
Characters 																		
Settings 																		
Problems/Solutions 																		

Comparing Across Books Lesson Plan



[Pinterest Board of Book Collections and Rewards](#)

Lesson Plans and Activities:

- [Lesson Plans for RL 9 \(p.11,15,17\)](#)
- Target Fundamental Lesson SE014

Common Themes in Books


You will find that many books include a theme, or lesson, that is revealed as you read the story. Below are common themes you will find in your books.













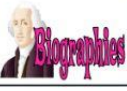

Acceptance	These books have characters who respect & accept others' differences and beliefs.
Courage	These books have brave characters who have the strength to overcome a fear or accept a risk.
Perseverance	These books have characters who never give up even when facing difficult times.
Cooperation	These books have characters who work together to solve a problem or achieve a goal.
Compassion	These books have characters who want to make those who are suffering feel better.
Honesty	These books have characters who find that it is best to always tell the truth.
Kindness	These books have friendly characters who are generous and considerate of others.
Loyalty	These books have characters who trust each other and never turn their backs on their friends.






CCSS Focus Standards	Explanation of Standard	Instructional Strategies and Activities
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7.RL.9
 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Teachers, feel free to write your comments here.



Genre	Definition	Popular Titles	Similarities
 Fantasy	Uses magic and other supernatural phenomena as a primary element of plot, theme, or setting. Many works within the genre take place in fictional worlds where magic is common.	Lord of the Rings-J.R. Tolkien Harry Potter (series)-J.R. Rowlings Fablehaven-Brandon Mull Percy Jackson (series)-Rick Riordan	
 Science Fiction	Uses scientific concepts as a primary element of plot, theme, or setting. Many of these books are set in the future with new innovations in science and technology.	The Hitchhikers Guide to the Galaxy-Douglas Adams A Wrinkle in Time-Madaline L'Engle	
 Realistic Fiction	The events, people and places might be real, but the story is fiction. Realistic Fiction can appear to the reader to be something that is actually happening.	Bridge to Terabithia-Katherine Paterson Shiloh-Phyllis Naylor My Side of the Mountain-Jean George Walk Two Moons-Susan Creech	
 Historical Fiction	These stories usually take place in the past. These books can contain actual settings and historical characters however main characters and the story line are made up.	The Whipping Boy -Sid Fleischman Between Shades of Gray-Rua Sepesy Little House on the Prairie -Laura Ingalls The Magic Tree House Series -Mary Pope Osborne Sarah, Plain and Tall -Patricia MacLachlan	
 Traditional Literature	Are stories that were passed down from one group to another. These stories were told orally and written down at a later date. Fairy tales, and folk tales, and legends are classified as traditional literature.	Little Red Riding Hood -Brothers Grimm The Ugly Duckling -Hans Christian Andersen The Velveteen Rabbit -Margery W. Bianco	
 Non-Fiction & Informational	These texts are written to provide information about a variety of topics (animals, science sports, space, and many more).	The Umbrella-Jan Brett Chameleon, Chameleon-Joy Cowley Prehistoric Actual Size-Steven Jenkins Zoo in the Sky-Jacqueline Mitton	
 Biographies	Biographies are stories written about a real person's life by another person.	LeBron James-Ken Rapoport Abraham Lincoln-Justine Fontes Taylor Swift-Less Kayla The Diary of a Young Girl-Anne Frank Theodore Roosevelt-Sindy Mckay	

 Fiction	 Non-Fiction	 May Contain Real Characters and Real Situations	 May Contain Made up Characters and Made up Situations	 May Contain Made up Characters in Real Situations
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CCSS FOCUS STANDARDS	EXTENDED TEXT: <i>The Diary of Anne Frank</i> MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza</p> <p>RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Other Standards Taught: W.7.9, W.7.10</p>	<p>Background Information:</p> <ul style="list-style-type: none"> “Guidelines for Teaching About the Holocaust” TLI Related Reading Guide: p. 4 “Yad Vashem” TLI Related Reading Guide: p. 5 Supporting Resource 2: “The Holocaust: Overview,” TLI Related Reading Guide: p. 7 [Refer to periodically throughout text] <p>Essential Question: How can one cope with living in fear?</p> <p>Reading Mini-lesson: Section I (Act I, scenes 1-3) <i>Literary Element:</i> Conflict</p> <p>Purpose for Reading: Read to discover what Anne thinks about the other people living in the attic with her.</p> <p>Reading and Responding</p> <ul style="list-style-type: none"> Which of these conflicts is the most important for the action of the play? Explain your answer. TLI Core Unit Guide: p. 11, 39 Respond to Reading: Comprehension and Analysis Questions, TLI Core Unit Guide: p. 11-12, 40-41 	<p>Writing:</p> <ul style="list-style-type: none"> Quick Write (W.7.2; W.7.10): Ask students to imagine that they are faced with a dangerous situation such as war or natural disaster. What would be the main concerns? Who would they turn to for help? How would the situation disrupt their lives? Have students write a short paragraph describing their response to this situation. TLI Core Unit Guide: Pg. 7 Writing Activity: Textual Analysis, TLI Core Unit Guide: p. 13, 42 <ul style="list-style-type: none"> At several points during the third scene, Anne mimics the dress and behavior of other people in the loft. Why does she most likely do this? How does this affect the way other people in the group view her? Write several paragraphs explaining Anne’s behavior and its effects on others in the attic. Cite specific details from the play as support. 	<p>Vocabulary: TLI Background Vocabulary (L.7.6) TLI Core Unit Guide: p. 7-8, 37</p> <ul style="list-style-type: none"> Sequence Ajar Dunce Entangled Intolerable Regulations Surplus <p>Extended Background Information: Youtube Video: “Holocaust Documentary” http://youtu.be/aS98MAN3Xtg</p> <p>For extended background information: “Facing History, Facing Ourselves” TLI Related Reading Guide: p. 4</p> <p>For extended discussion: “Holocaust Poems” by Bill Copeland (can be used throughout module)</p>

CCSS FOCUS STANDARDS	EXTENDED TEXT <i>The Diary of Anne Frank</i> MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza</p> <p>Other Standards Taught: W.7.2, W.7.4, W.7.5, W.7.9 W.7.10</p>	<p>Essential Question: How can one cope with living in fear?</p> <p>Reading Mini-lesson: Section 2 (Act I, scenes 4-5) <i>Literary Element:</i> Setting</p> <p>Purpose for Reading: Read to discover what interrupts the group’s Hannukah celebration and why it might mean trouble in the future.</p> <p>Supporting Resource 1: “The Holocaust Timeline” TLI Related Reading Guide: p. 7</p> <p>Reading and Responding</p> <ul style="list-style-type: none"> The events in <i>The Diary of Anne Frank</i> occur in the same place throughout the play, but they take place over a long span of time. What is the overall effect of this combination of a single location and a long time span? TLI Core Unit Guide: p. 16, 46 Respond to Reading: Comprehension and Analysis Questions, TLI Core Unit Guide: p. 17, 47 	<p>Language:</p> <p>L.7.1</p> <ul style="list-style-type: none"> Function of phrases and clauses Simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas Place phrases and clause within a sentence recognizing and correcting misplaced and dangling modifiers. <p>L.7.2</p> <ul style="list-style-type: none"> Standard English, capitalization, punctuation, and spelling <ul style="list-style-type: none"> Coordinate adjectives Spelling <p>L.7.3</p> <ul style="list-style-type: none"> Eliminating wordiness and redundancy <p>Writing:</p> <ul style="list-style-type: none"> Writing Activity: Textual Analysis, TLI Core Unit Guide: p. 18, 48 <ul style="list-style-type: none"> Anne has used the limited resources available to her in the loft to make appropriate presents for the entire group. Choose three of the Hanukkah gifts that Anne gives out and explain why that gift is a good choice for the person who receives it. What does her gift-giving show about Anne? Write several paragraphs in which you use specific details from the play to support your answer. 	<p>Vocabulary:</p> <p>TLI Background Vocabulary (L.7.6), TLI Core Unit Guide: p. 14-15, 43-44</p> <ul style="list-style-type: none"> Represent Drowsy Endangering Hysteria Jubilation Kindle Terrified <p>For extended discussion: “Holocaust Poems” by Bill Copeland (can be used throughout module)</p> <p>PowerPoint Presentation: <i>The Use of Setting in Literature</i> http://www2.hawaii.edu/~kirkpatr/settings.htm</p> <p>Remnants of the Holocaust Slideshow</p>

CCSS FOCUS STANDARDS	EXTENDED TEXT <i>The Diary of Anne Frank</i> MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza</p> <p>RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Other Standards Taught: W.7.3, W.7.4, W.7.5, W.7.9, W.7.10</p>	<p>Essential Question: How can one cope with living in fear?</p> <p>Reading Mini-lesson: Section 3 (Act II, scenes 1-2) <i>Literary Element:</i> Stage Directions</p> <p>Purpose for Reading: Read to discover how Anne’s relationship with Peter develops.</p> <p>Reading and Responding</p> <ul style="list-style-type: none"> Respond to Reading: Comprehension and Analysis Questions, TLI Core Unit Guide: p. 21-22, 52 	<p>Language:</p> <p>L.7.1</p> <ul style="list-style-type: none"> Function of phrases and clauses Simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas Place phrases and clause within a sentence recognizing and correcting misplaced and dangling modifiers. <p>L.7.2</p> <ul style="list-style-type: none"> Standard English, capitalization, punctuation, and spelling <ul style="list-style-type: none"> Coordinate adjectives Spelling <p>L.7.3</p> <ul style="list-style-type: none"> Eliminating wordiness and redundancy <p>L.7.4</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. <p>Writing:</p> <ul style="list-style-type: none"> Writing Activity: Creative Writing, TLI Core Unit Guide: p. 22, 53 <ul style="list-style-type: none"> Anne and Peter confide in one another in this section; however, they don’t discuss their relationship with their parents. Write a short additional dialogue in which either Anne and her father 	<p>Vocabulary:</p> <p>TLI Background Vocabulary (L.7.6), TLI Core Unit Guide: p. 19-20, 49</p> <ul style="list-style-type: none"> Apprehension Inarticulate Intimate Promptly Sympathy Vague <p>For extended discussion: “Holocaust Poems” by Bill Copeland (can be used throughout module)</p> <p>Stage Directions for Actors http://www.musical-theater-kids.com/stage-directions.html</p>

		<p>or Peter and his mother talk about this new relationship. Make sure your dialogue fits with the attitudes the characters have expressed in this section.</p>	
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CCSS FOCUS STANDARDS	EXTENDED TEXT <i>The Diary of Anne Frank</i> MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza</p> <p>RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Other Standards Taught: W.7.2, W.7.4, W.7.5, W.7.9, W.7.10</p>	<p>Reading Mini-lessons: Essential Question: How can one cope with living in fear?</p> <p>Reading Mini-lesson: Section 4 (Act II, scenes 3-5) <i>Literary Element:</i> Symbolism</p> <p>Purpose for Reading: Read to discover the ultimate fate of Anne and her family and friends.</p> <p>Supporting Resource 4: “Anne Frank Timeline” (visual), TLI Related Reading Guide: p. 8 (Related Reading Guide)</p> <p>Reading and Responding</p> <ul style="list-style-type: none"> Respond to Reading: Comprehension and Analysis Questions, TLI Core Unit Guide: p. 25-26, 56 	<p>Language:</p> <p>L.7.1</p> <ul style="list-style-type: none"> Function of phrases and clauses Simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas Place phrases and clause within a sentence recognizing and correcting misplaced and dangling modifiers. <p>L.7.2</p> <ul style="list-style-type: none"> Standard English, capitalization, punctuation, and spelling <ul style="list-style-type: none"> Coordinate adjectives Spelling <p>L.7.3</p> <ul style="list-style-type: none"> Eliminating wordiness and redundancy <p>L.7.4</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies. <p>L.7.5</p> <ul style="list-style-type: none"> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> Interpret figures of speech in context Use the relationship between words for understanding Distinguish between 	<p>Vocabulary: TLI Background Vocabulary (L.7.6), TLI Core Unit Guide: p. 23-24, 54</p> <ul style="list-style-type: none"> Foreshadow Liberated Obligation Outburst Righteous Stealthily Succession <p>For extended discussion: “Holocaust Poems” by Bill Copeland (can be used throughout module)</p> <p>Editable Symbolism PowerPoint Presentation</p> <p>Youtube Video: Symbolism http://www.youtube.com/watch?v=WRI_sINZi38</p>

connotations and
denotations

Writing:

- **Writing Activity: Creative Writing,**
[TLI Core Unit Guide](#): p. 26, 57
 - The final scenes of the play are highly suspenseful. What techniques do the authors use to heighten our feelings of anxiety and to create surprise? Write several paragraphs in which you use specific details from the play to support your answer.

CCSS FOCUS STANDARDS	EXTENDED TEXT <i>The Diary of Anne Frank</i> MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>RL. 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>Other Standards taught: RL.7.4, RL.7.5, W.7.2, W.7.4, W.7.5, W.7.9, W.7.10, L.7.1, L.7.2, L.7.3, L.7.6</p>	<p>Reading Mini-lessons to Review the Novel:</p> <ul style="list-style-type: none"> Anne Frank General Discussion Questions and Activities <p>Assessment: Sections 1-4 TLI Unit</p> <ul style="list-style-type: none"> Formative Assessment TLI Core Unit Guide: p. 28-29, 58-63 Matching, Multiple Choice, Short Answer 	<p>Extended Essay Response (2 options), TLI Core Unit Guide: p. 30, 60-63</p> <ul style="list-style-type: none"> The Franks, Van Daans, and Dussel live for years under enormous pressure. What things does the group do in order to help them survive this dangerous situation? What things do individual characters do that works against the group’s survival? In what ways does their dangerous position affect the character’s everyday activities? Many critics see <i>The Diary of Anne Frank</i> as embodying a hopeful message despite its grim content. Do you agree with this assessment? Why or why not? Use specific examples from the play to support your answer. <p>Performance Assessment, TLI Related Reading Guide: p. 36</p> <ul style="list-style-type: none"> Argumentative Writing Task: In the excerpt from <i>The Boy Who Dared</i>, Helmut’s teacher, Heir Meins, tells him that although his essay stands out from all the rest and suits the ideals of National Socialism, he has noticed that in class, Helmut’s idealism also shows. He goes on to warn Helmut: “Be careful of idealism, my boy, for idealism is the most dangerous doctrine of all.” Using examples of 	<p>TLI Unit: Media Connection – Comparing print and film, TLI Core Unit Guide: p. 34</p> <p>Cross-Curricular Connection – Research the History of Amsterdam’s Jewish Community, TLI Core Unit Guide: p.34</p>

		<p>Helmuth's actions, the BBC broadcasts to which he listens, the Heinrich Mann book he reads, the conversations he has with Rudi and Karl, as well as your own ideas about idealism, write a multi-paragraph essay explaining why you agree or disagree with the teacher's opinion.</p>	
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STANDARDS	SHORT TEXTS MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Related Reading 1: “Kristallnacht” (poem) TLI Related Reading Guide: p. 11 Link to Complete Text Here <p>Purpose for Reading: Read to discover why the night of November 9, 1938, is known in Germany as the <i>Night of Broken Glass</i></p> <p>Reading and Responding</p> <ul style="list-style-type: none"> • Respond to Reading: Comprehension and Analysis Questions #'s 8-9, TLI Related Reading Guide: p. 15, 70 	<p>Language:</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. • Use the relationship between particular words(e.g., synonym/antonym, analogy) to better understand each of the words. • Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). <p>Writing:</p> <p>Quickwrite: In at least a paragraph of seven sentences, explain the importance of metaphors in poetry. How do they help the poet achieve his or her purpose? How do metaphors make poem more effective? (<i>Adapted from Comprehension & Analysis #10, TLI Related Reading Guide: p. 15</i>)</p>	<p>Vocabulary: (L.7.6)</p> <p>TLI Unit TLI Related Reading Guide: p. 10-11</p> <ul style="list-style-type: none"> • Rampage • Deported • Atrocities • Perpetrators • Instigate • Ominous • Culminating • Anti-Semitic

STANDARDS	SHORT TEXTS MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RL. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Related Reading 1: “O” the Night of the Weeping Children” TLI Related Reading Guide: p. 11 Access Complete Text Here <p>Purpose for Reading: Read to understand the terror the Jews felt from the violence that occurred on Kristallnacht.</p> <p>Reading and Responding</p> <ul style="list-style-type: none"> • Respond to Reading: Comprehension and Analysis Questions # 11, TLI Related Reading Guide: p. 15-16, 71 	<p>Language:</p> <p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of phrases and clauses in general and their function in specific sentences. • Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. • Place phrases and clauses within a sentence, recognizing and correcting <p>Writing:</p> <p>Textual Analysis: Poets must choose words carefully to convey meaning through a limited number of words. Explain a few (3-4) ways that poets achieve the intended meaning of their poems. Respond in several paragraphs. (Adapted from Comprehension and Analysis Question TLI Related Reading Guide: p., 16)</p>	<p>Vocabulary: (L.7.6)</p> <p>TLI Unit TLI Related Reading Guide: p. 11-12</p> <ul style="list-style-type: none"> • Shards • Ramrods • Usurped • Tautened • Tendons <p>Related Resources: <i>The Night Hope Shattered</i>, TLI Related Reading Guide: p. 17 (Access Point) Link to Complete Text Here</p>

STANDARDS	SHORT TEXTS MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>RI. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>Reading Mini-lessons:</p> <ul style="list-style-type: none"> • Related Reading 2: “My Friend, Anne Frank” TLI Related Reading Guide: p. 18 (Access Point) Link to complete text here. <p>Purpose for Reading: Read to discover how Anne Frank’s best friend makes a shocking discovery about Anne and her family.</p> <p>Reading and Responding</p> <ul style="list-style-type: none"> • Respond to Reading: Comprehension and Analysis Question #'s 1-2, TLI Related Reading Guide: p. 20-21, 73 	<p>Language:</p> <p>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Style)</p> <p>Writing:</p> <p>Exit Ticket: In several sentences, explain how Hannah Goslar’s discovery of Anne and her family affected her thoughts, emotions, or actions. <i>(Adapted from the purpose for reading TLI Related Reading Guide: p. 18)</i></p>	<p>Vocabulary: (L.7.6)</p> <p>TLI Unit TLI Related Reading Guide: p. 18</p> <ul style="list-style-type: none"> • Ingredients • Bachelor • Associates • Disbelief • Threshold <p>Related Resources:</p> <p><i>“Hiding From the Nazis, A Jewish Family Survives the Holocaust</i> TLI Related Reading Guide: p. 25 (Access Point) Link to Complete Text</p>

STANDARDS	SHORT TEXTS MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RI.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>Other Standards Taught W.7.2, W.7.6, W.7.9</p>	<p>Reading Mini-lessons: View “A Holocaust Art Exhibit” part of <i>Modern American Poetry</i> hosted by the University of Illinois at Urbana-Champaign http://www.english.illinois.edu/maps/holocaust/art.htm</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Quick Write: In two paragraphs, students will choose two pieces of artwork presented and describe and explain the mood the artwork creates within them and central idea. 	

STANDARDS	SHORT TEXTS MINI-LESSON IDEAS	ROUTINE WRITING	RELATED RESOURCES & VOCABULARY
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>	<p>Reading Mini-lessons: <i>The Boy who Dared</i> by Susan Campbell Bartoletti Related Reading 3, TLI Related Reading Guide: p. 77-92</p> <p>Purpose for Reading: <i>Read to discover how a German teenager finds a way to fight Nazi propaganda and tell the German people the truth about what is happening in the war.</i></p> <p>Respond to Reading: Discussion/Completion of Comprehension and Analysis Questions Related Reading 3 TLI Related Reading Guide: p. 31-35, 93-96</p>	<p>Language: L.7.2</p> <ul style="list-style-type: none"> Standard English, capitalization, punctuation, and spelling <ul style="list-style-type: none"> Quotation marks with dialogue <p>Writing:</p> <ul style="list-style-type: none"> Performance Assessment - Argumentative Writing Task: In the excerpt from <i>The Boy Who Dared</i>, Helmut’s teacher, Heir Meins, tells him that although his essay stands out from all the rest and suits the ideals of National Socialism, he has noticed that in class, Helmut’s idealism also shows. He goes on to warn Helmut: “Be careful of idealism, my boy, for idealism is the most dangerous doctrine of all.” Using examples of Helmut’s actions, the BBC broadcasts to which he listens, the Heinrich Mann book he reads, the conversations he has with Rudi and Karl, as well as your own ideas about idealism, write a multi-paragraph essay explaining why you agree or disagree with the teacher’s opinion. TLI Related Reading Guide: p. 36 	<p>Vocabulary: TLI Unit Vocabulary, RRIG: p. 28</p> <ul style="list-style-type: none"> Idealism Doctrine Oppression Tyranny Equality Fraternity Denounced Custody Deranged Desertion Domination

Writer's Workshop: Performance Task/Research Project (# of days)

PERFORMANCE TASK	PLANNING	DRAFTING	REVISING/EDITING