

Topic/Unit Planner

Teacher (s): Pickard/Fullop
Grade: 7

Subject: Literature

Topic/sub-topics	Essential Learning	Standards/ Benchmarks	Performance Assessment	Activities
<p>Puccinello By: Max Lucado</p> <p>Major Resources:</p> <p>Copy of text from library</p>	<p>Standards: (Students will understand that...)</p> <p>Importance of character development</p> <p>Benchmarks: (Students will be able to...)</p> <p>Sympathize with main character Draw parallels with their own lives Analyze the moral of the story Describe character motives Predict outcomes</p>	<p>2.A.3b 2.A.3c 2.A.3d 4.A.3b</p> <p>2.A.3b 2.A.3c 2.A.3d 4.A.3b</p>	<p>Open ended questioning Group Discussion</p>	<p>Open ended questioning Group Discussion</p>

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<p>The Cat who thought she was a Dog and the Dog who thought he was a Cat</p> <p>By: I.B. Singer</p> <p>Major Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of context clues The importance of foreshadowing Different characters can have significantly different points of view The format of a short story</p> <p>Benchmarks: (Students will be able to...)</p> <p>Read aloud with fluency Identify character viewpoints Identify the moral of the story</p>	<p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 2.A.3b 2.A.3c 2.A.3d 2.B.3c 4.A.3b</p> <p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 2.A.3b 2.A.3c 2.A.3d 2.B.3c 4.A.3b</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Open ended questioning Group Discussion</p>
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<p>Fish Cheeks By: Amy Tan</p> <p>Major Resources:</p> <p>Photo copy/handout of story</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of cultural context</p> <p>The author's purpose for writing</p> <p>The format of an autobiography</p> <p>The importance of a character's emotional development</p> <p>Benchmarks: (Students will be able to...)</p> <p>Use context clues</p> <p>Read verbally with fluency</p> <p>Predict outcomes</p> <p>Role play with main character</p> <p>Compare the story with their own lives</p> <p>Compare 2 pieces of literature by the same author</p>	<p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c 4.A.3b</p> <p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c 4.A.3b</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Multiple choice comprehension questions</p> <p>Essay questions for higher level thinking</p> <p>(Draw connections, compare/contrast)</p> <p>Verbal checks for understanding</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Graphic organizer</p> <p>Use of literature circle technique to preview text, summarize text, ask questions, etc.</p> <p>Verbal checks for understanding</p>
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<p>Two Kinds By: Amy Tan</p> <p>Major Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>How character viewpoints change from culture to culture</p> <p>The influence of the author’s childhood experiences</p> <p>Why the author chose to use ethnic dialogue</p> <p>Benchmarks: (Students will be able to...)</p> <p>Use context clues</p> <p>Make predictions using illustrations</p> <p>Increase verbal fluency while reading</p> <p>Draw parallels with their own lives</p> <p>Identify the message of the author</p> <p>Compare their life experiences with that of the author</p>	<p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c 4.A.3b</p> <p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c 4.A.3b</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Multiple choice comprehension questions</p> <p>Essay questions for higher level thinking</p> <p>(Draw connections, compare/contrast)</p> <p>Verbal checks for understanding</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Verbal checks for understanding</p> <p>Personal account of being an immigrant – guest speaker (Spanish immigrant)</p>
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<p>Barrio Boy</p> <p>By: Ernesto Galarza</p> <p>Major Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The qualities of a nonfiction piece The importance of using ethnic dialogue The influence of culture on one's American experience How the narrator deals with conflict</p> <p>Benchmarks: (Students will be able to...)</p> <p>Make predictions about narrator's feelings Demonstrate fluency with text Compare their school experience with that of the narrator Identify changes in the personality of the narrator</p>	<p>1.B.3a 1.B.3c 1.B.3d 1.C.3b 1.C.3c 1.C.3d 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c 4.A.3b</p> <p>1.B.3a 1.B.3c 1.B.3d 1.C.3b 1.C.3c 1.C.3d 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c 4.A.3b</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p> <p>Personal account of being an immigrant – guest speaker (Spanish immigrant)</p> <p>Acrostic poem Tolerance Diversity Community</p>
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<p>I am a Native of North America</p> <p>By: Chief Dan George</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The qualities of a nonfiction piece The importance of using ethnic dialogue The influence of culture on one's American experience How the narrator deals with conflict</p> <p>Benchmarks: (Students will be able to...)</p> <p>Make predictions about narrator's feelings Demonstrate fluency with text Compare their school experience with that of the narrator Identify changes in the personality of the narrator Respond to the viewpoint of the author and choose to agree/disagree</p>	<p>1.B.3c 1.B.3d 1.C.3b 1.C.3d 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3b 2.B.3c 4.A.3b</p> <p>1.B.3c 1.B.3d 1.C.3b 1.C.3d 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3b 2.B.3c 4.A.3b</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p> <p>Personal account of growing up on a reservation (student's father)</p> <p>Acrostic poem Tolerance Diversity Community</p>
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<p>Roll of Thunder Hear My Cry</p> <p>By: Mildred Taylor</p> <p>Resources:</p> <p>Individual copies of novel</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of cultural context</p> <p>The importance of foreshadowing</p> <p>The significance of different view points</p> <p>The format of a novel</p> <p>Why the author uses local dialect</p> <p>Benchmarks: (Students will be able to...)</p> <p>Sympathize with main characters</p> <p>Draw comparisons with their own lives</p> <p>Read aloud with fluency</p> <p>Identify author's purpose for writing</p> <p>Contrast themes across different time periods</p>	<p>1.A.3a</p> <p>1.A.3b</p> <p>1.B.3c</p> <p>1.B.3d</p> <p>1.C.3a</p> <p>1.C.3b</p> <p>1.C.3e</p> <p>2.A.3b</p> <p>2.A.3c</p> <p>2.A.3d</p> <p>2.B.3b</p> <p>2.B.3c</p> <p>3.A.3</p> <p>4.A.3b</p> <p>1.A.3a</p> <p>1.A.3b</p> <p>1.B.3c</p> <p>1.B.3d</p> <p>1.C.3a</p> <p>1.C.3b</p> <p>1.C.3e</p> <p>2.A.3b</p> <p>2.A.3c</p> <p>2.A.3d</p> <p>2.B.3b</p> <p>2.B.3c</p> <p>3.A.3</p> <p>4.A.3b</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Multiple choice comprehension questions</p> <p>Essay questions for higher level thinking</p> <p>(Draw connections, compare/contrast)</p> <p>Verbal checks for understanding</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Verbal checks for understanding</p> <p>Watched the movie "Roll of Thunder Hear My Cry"</p> <p>Southern breakfast project</p> <p>Cooperative learning activity</p> <p>Appreciation of regional cuisine and culture</p>
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<p>The Californian's Tale</p> <p>By: Mark Twain</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>How characters' view points vary How the author hints at the surprise ending The importance of setting (time/place)</p> <p>Benchmarks: (Students will be able to...)</p> <p>Identify foreshadowing and make predictions based on illustrations Improve verbal fluency Analyze character emotions and actions Use context clues Show sympathy for characters</p>	<p>1.B.3a 1.B.3c 4.A.3b 1.B.3d 1.C.3b 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c</p> <p>1.A.3b 1.B.3a 1.B.3c 4.A.3b 1.B.3d 1.C.3b 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3a 2.B.3b 2.B.3c</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p> <p>Room collage project : What makes a house a home?</p>
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<p>Popocatepetl and Ixtlaccihuatl</p> <p>By: Juliet Piggott</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of context clues The importance of character development and plot elements The elements of a folk tale The author's purpose for writing and her point of view</p> <p>Benchmarks: (Students will be able to...)</p> <p>Write compositions that contain effective use of English Make predictions Read with fluency Identify this piece as a folk tale Draw parallels with more modern stories Identify how the characters resolve conflict</p>	<p>1.A.3a 1.A.3b 1.B.3a 1.B.3b 1.B.3c 1.B.3d 1.C.3e 2.A.3b 2.A.3c 2.A.3d,2.B.3a 2.B.3b,2.B.3c 3.A.3,3.C.2a 4.A.3b 4.B.3a</p> <p>1.A.3a,1.A.3b 1.B.3a,1.B.3b 1.B.3c, 1.B.3d 1.C.3e, 2.A.3b 2.A.3c,2.A.3d 2.B.3a ,2.B.3b 2.B.3c, 3.A.3 3.C.2a 4.A.3b 4.B.3a</p>	<p>Open ended questioning Group Discussion</p> <p>Graded both the graphic organizer and the alternative ending essay</p> <p>Also evaluated student's oral presentations of alternative endings</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p> <p>Graphic organizer of the geographic setting of story</p> <p>Alternative ending essay/oral presentation</p>
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<p>The People Could Fly</p> <p>By: Virginia Hamilton</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of context clues The importance of character development and plot elements The elements of a folk tale The author's purpose for writing and her point of view</p> <p>Benchmarks: (Students will be able to...)</p> <p>Make predictions Read with fluency Identify this piece as a folk tale Draw parallels with more modern stories Identify how the characters resolve conflict</p>	<p>1.A.3a 1.A.3b, 3.B.3b 1.B.3c, 1.B.3d 1.C.3b, 1.C.3e 1.C.3f 2.A.3b, 2.A.3c, 2.A.3d, 2.B.3b 2.B.3c 4.A.3b</p> <p>1.A.3a 1.A.3b 3.B.3b 1.B.3c 1.B.3d 1.C.3b 1.C.3e 1.C.3f 2.A.3b 2.A.3c 2.A.3d 2.B.3b 2.B.3c 4.A.3b</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p>
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<p>The Algonquin Cinderella</p> <p>By: Idries Shah</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of context clues</p> <p>The importance of character development and plot elements</p> <p>The elements of a folk tale</p> <p>The author's purpose for writing and her point of view</p> <p>Benchmarks: (Students will be able to...)</p> <p>Make predictions</p> <p>Read with fluency</p> <p>Identify this piece as a folk tale</p> <p>Draw parallels with more modern stories</p> <p>Identify how the characters resolve conflicts</p>	<p>1.A.3a</p> <p>1.A.3b</p> <p>1.B.3b</p> <p>1.B.3c</p> <p>1.B.3d</p> <p>1.C.3b</p> <p>1.C.3f</p> <p>2.A.3b</p> <p>2.A.3c</p> <p>2.A.3d</p> <p>2.B.3b</p> <p>2.B3c</p> <p>4.A.3b</p> <p>1.A.3a</p> <p>1.A.3b</p> <p>1.B.3b</p> <p>1.B.3c</p> <p>1.B.3d</p> <p>1.C.3b</p> <p>1.C.3f</p> <p>2.A.3b</p> <p>2.A.3c</p> <p>2.A.3d</p> <p>2.B.3b</p> <p>2.B3c</p> <p>4.A.3b</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Multiple choice comprehension questions</p> <p>Essay questions for higher level thinking</p> <p>(Draw connections, compare/contrast)</p> <p>Verbal checks for understanding</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Verbal checks for understanding</p> <p>Graphic organizer to compare characters' characteristics, motives, emotions</p>
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<p>Yeh-Shen, A Cinderella Story from China</p> <p>By: Ai-Ling Louie</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of context clues</p> <p>The importance of character development and plot elements</p> <p>The elements of a folk tale</p> <p>The author's purpose for writing and her point of view</p> <p>Benchmarks: (Students will be able to...)</p> <p>Write compositions that contain effective use of English</p> <p>Make predictions</p> <p>Read with fluency</p> <p>Identify this piece as a folk tale</p> <p>Draw parallels with more modern stories</p> <p>Identify how the characters resolve conflict</p>	<p>1.A.3a 1.A.3b 1.B.3b 1.B.3c 1.B.3d 1.C.3b 1.C.3f 2.A.3b 2.A.3c 2.a.3d 2.B.3b 2.B.3c</p> <p>1.A.3a 1.A.3b 1.B.3b 1.B.3c 1.B.3d 1.C.3b 1.C.3f 2.A.3b 2.A.3c 2.a.3d 2.B.3b 2.B.3c</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Multiple choice comprehension questions</p> <p>Essay questions for higher level thinking</p> <p>(Draw connections, compare/contrast)</p> <p>Verbal checks for understanding</p>	<p>Open ended questioning</p> <p>Group Discussion</p> <p>Verbal checks for understanding</p> <p>Graphic organizer to compare characters' characteristics, motives, emotions</p>
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<p>Japan Unit</p> <p>Sudoku and the Thousand Paper Cranes By: Eleanor Coerr</p> <p>Hiroshima By: Laurence Yep</p> <p>Resources:</p> <p>Copies of the individual stories in paperback</p> <p>Internet access</p>	<p>Standards: (Students will understand that...)</p> <p>The author's purpose for writing The cross cultural relevance of the books The importance of context</p> <p>Benchmarks: (Students will be able to...)</p> <p>Organize an original written and oral presentation on a specific topic Respond to the themes of the stories Identify characters' sources of conflict Draw parallels with their own lives Research a topic, obtain and cite sources</p>	<p>1.A.3a 1.B.3b, 1.C.3d 2.B.3a, 2.B.3b 1.A.3b, 2.B.3c 3.A.3 3.B.3a, 2.C.2a 4.B.3a, 4.B.3b, 5.A.3a 5.A.3b, 5.B.3a 5.B.3b, 5.C.3a 5.C.3b</p> <p>1.A.3a, 1.B.3b 1.C.3d, 2.B.3a 2.B.3b, 1.A.3b 2.B.3c, 3.A.3 3.B.3a, 2.C.2a 4.B.3a, 4.B.3b 5.A.3a 5.A.3b 5.B.3a 5.B.3b 5.C.3a 5.C.3b</p>	<p>Assessment of work quality (poster) Choice board product quality and delivery of PowerPoint presentation to demonstrate comprehension</p>	<p>Nobel peace prize poster project</p> <p>PowerPoint presentation of a Nobel peace Prize winner</p> <p>Choice board project</p> <p>Graphic organizer to illustration character relationships</p> <p>Background information on Manhattan project</p> <p>Reading / writing of Japanese poetry (Haiku and Tanka)</p>
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<p>To Kill a Mockingbird By: Harper Lee</p> <p>Resources:</p> <p>Individual copies of the novel</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of cultural context The importance of foreshadowing The significance of different view points The format of a novel Why the author uses local dialect</p> <p>Benchmarks: (Students will be able to...)</p> <p>Sympathize with main characters Draw comparisons with their own lives Read aloud with fluency Identify author's purpose for writing Contrast themes across different time periods</p>	<p>1.A.3a 1.A.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3b 2.B.3c 3.A.3 4.A.3b</p> <p>1.A.3a 1.A.3b 1.B.3c 1.B.3d 1.C.3a 1.C.3b 1.C.3e 2.A.3b 2.A.3c 2.A.3d 2.B.3b 2.B.3c 3.A.3 4.A.3b</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p> <p>Watched the movie "To Kill a Mockingbird"</p> <p>Character in a bag activity</p>
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<p>Rip van Winkle By: Washington Irvine</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>Character development How characters resolve conflicts The dynamic of a folk tale</p> <p>Benchmarks: (Students will be able to...)</p> <p>Write for a specific audience Dissect complex sentences Use context clues</p>	<p>1.B.3c 1.A.3a 1.A.3b 1.B.3b 2.A.3b 2.B.3c 3.A.3 3.C.2a</p> <p>1.B.3c 1.A.3a 1.A.3b 1.B.3b 2.A.3b 2.B.3c 3.A.3 3.C.2a</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Graphic organizer of Rip before/after he slept</p> <p>Graphic organizer of setting before/after he slept</p> <p>Performance of news broadcasts</p> <p>Writing newspaper articles about Rip's return</p> <p>Performances of sitcoms/talk shows discussing Rip's return</p>
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<p>No Gumption By: Russell Baker</p> <p>Winslow Homer By: H.N. Levitt</p> <p>Nolan Ryan By: William W. Lace</p> <p>Tiger: A biography of Tiger Woods By: John Strege</p> <p>Justin Lebo By: Phillip Hoose</p> <p>Resources:</p> <p>Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>Development of characters Different points of view The influence of the author’s opinion in a biography</p> <p>Benchmarks: (Students will be able to...)</p> <p>Discuss the relevance of artwork in a piece of literature Discover the relationship between these stories and our school goal of serving our community Identify what they would like to see included in their biography</p>	<p>1.B.3d 1.C.3b 1.B.3c 1.C.3e 2.A.3c 2.B.3c 3.A.3</p> <p>1.B.3d 1.C.3b 1.B.3c 1.C.3e 2.A.3c 2.B.3c 3.A.3</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p> <p>Complete “author’s opinion” worksheet/discussion</p> <p>Design a CD cover of your biography</p> <p>Participate in a career chat</p> <p>Participate in a mystery occupation game (20 questions style)</p>
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Grade: 7

Subject: Literature

<p>The Amigo Brothers By: Piri Thomas</p> <p>After Twenty Years By: O Henry</p> <p>Papa's Parrot By: Cynthia Rylant</p> <p>Resources: Textbook: Prentice Hall <u>Literature</u> Bronze Level</p>	<p>Standards: (Students will understand that...)</p> <p>The importance of plot development How characters solve problems The importance of character development Understand the qualities of fictional pieces The purpose of a surprise ending</p> <p>Benchmarks: (Students will be able to...)</p> <p>Use context clues Read aloud fluently Make predictions Participate in a discussion in response to the theme of the piece Write for a purpose</p>	<p>1.A.3a 1.A.3b 1.B.3a 1.B.3c 1.B.3d 1.C.3a 1.B.3b 2.A.3b 2.B.3a 2.B.3c 3.C.2a 3.A.3</p> <p>1.A.3a 1.A.3b 1.B.3a 1.B.3c 1.B.3d 1.C.3a 1.B.3b 2.A.3b 2.B.3a 2.B.3c 3.C.2a 3.A.3</p>	<p>Open ended questioning Group Discussion Multiple choice comprehension questions Essay questions for higher level thinking (Draw connections, compare/contrast) Verbal checks for understanding</p> <p>Assessment of written work quality</p>	<p>Open ended questioning Group Discussion Verbal checks for understanding</p> <p>Participate in Literature circle discussions</p> <p>Write a review for a literary magazine</p> <p>Write a prequel to the story</p>
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