

Amherst Regional Middle School English Language Arts Curriculum Map Grade Seven

School Wide Essential Questions for Grade 7:

Who am I?

Who Are They?

Who are We?

Overarching Enduring Understanding for English Language Arts, Grade 7:

Literature and language help us explore and express our understanding of ourselves, our environment and others. We do this through reading, writing, speaking, and listening.

The English Language Arts curriculum at Amherst Regional Middle School is based on Enduring Understandings. We explore these deeper understandings by probing essential questions through literature, writing, language and critical thinking. As our students come to their own unique understandings, they own what they are learning and it resonates with them. The Seventh Grade curricular units connect to the questions: Who am I? Who are They? Who are We? All ARMS seventh graders will experiences the units: Identity, Character and Place, Understanding Differences, Poetry, and World Mythology. Other discretionary units included here may fit into the year according to the teacher and team's integration plans.

The English Language Arts; reading, writing, speaking, listening and thinking, are recursive: they are learned and relearned, improved and embellished throughout an individual's school career. In our classrooms, language intersects with writing and literature, and numerous connections are made by integrating with the curricula of other departments; we know this is the way our students learn well. In our student-centered classrooms you will see writing process workshops, literature circles, cooperative learning, and project based learning to help our students improve in the English Language Arts.

Unit Title: Identity

Time Frame: 6-8 weeks

Unit Enduring Understanding: *Discovering your identity is a healthy, positive, and necessary part of the journey to adulthood.*

Unit Essential Questions:

- *How do relationships shape your identity?*
- *What does it mean to be accepted?*
- *What choices do people make to be accepted?*

- *How does your identity change in different settings?*

<p>Understand that authors write in certain ways depending on how and what they want to say.</p>	<p>NCTE standards:</p>
<p>Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres</p>	<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>
<p>Read selected works of fiction.</p>	<p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p>
<p>Learn to use the characteristics of different genres to make predictions about literature.</p>	<p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p>
<p>Know and identify elements of fiction: plot, elements of characterization (personality traits, motivations, interactions with others, supporting evidence from their words, actions, and thoughts), conflict (character vs. society or group, him/herself, another character, nature, or fate), setting, and connections between the characteristics of fiction.</p>	<p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>
<p>Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*</p>	<p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>
<p>Use a series of comprehension strategies to understand and connect to literature, such as:</p>	<p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>
<p>Create mental images</p>	<p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>
<p>Use post it notes for ideas and questions about their reading</p>	<p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>
<p>Know why you're reading (purpose) and what you want to get out of it</p>	
<p>Understand the cultural and historical context of the reading</p>	
<p>Synthesize</p>	
<p>Use prior knowledge</p>	
<p>Awareness of points of view and perspective (characters, reader, author, critic)</p>	
<p>Monitor for meaning (retelling, rereading, look for context clues)</p>	
<p>Ask questions</p>	
<p>Determining importance to make predictions and inferences</p>	
<p>Make connections to students' own lives</p>	
<p>Draw conclusions from the reading that are supported from the text</p>	
<p>Word choice</p>	
<p>Understand that thinking critically about a text deepens one's understanding of it.</p>	
<p>Use the essential idea, basic facts and details of a text as a basis for interpretation</p>	
<p>Identify and supply evidence for a theme in a work</p>	
<p>Analyze the ways characters change or interact with others over time and give supporting evidence from the text</p>	
<p>Interpret theme in a text and give supporting evidence for it</p>	
<p>Make connections between their reading and their learning in other subjects</p>	
	<p>Mass Frameworks:</p>
	<p>4.20: Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>).</p>
	<p>4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p>
	<p>5.15: Recognize the basic patterns of English sentences (<i>noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun</i>).</p>
	<p>5.16: Distinguish phrases from clauses.</p>
	<p>5.17: Recognize the makeup and function of prepositional phrases.</p>
	<p>5.18: Identify simple, compound, and complex sentences.</p>
	<p>5.19: Recognize appropriate use of pronoun reference.</p>
	<p>5.20: Identify correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), and correct sentence structure (<i>complete sentences, properly placed modifiers</i>).</p>
	<p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p>
	<p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p>
	<p>6.7: Analyze the language styles of different characters in literary works.</p>
	<p>8.23: Use knowledge of genre characteristics to analyze a text.</p>
	<p>8.24: Interpret mood and tone, and give supporting evidence in a text.</p>
	<p>8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p>
	<p>9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p>
	<p>11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p>
	<p>12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p>
	<p>15.6: Identify and analyze how an author's use of words creates tone and mood.</p>

Common Literature Content/Skill**Students will:**

Understand that authors write in certain ways depending on how and what they want to say.

Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres

Read selected works of non-fiction, fiction, drama and poetry.

Know and identify the elements of poetry: figurative language and sound (person, metaphor, hyperbole, internal rhyme, onomatopoeia, rhyme scheme, metaphor, simile,), graphics (punctuation, capital letters, line length, word position).

Use a series of comprehension strategies to understand and connect to literature, such as:

Create mental images

Use post it notes for ideas and questions about their reading

Know why you're reading (purpose) and what you want to get out of it

Understand the cultural and historical context of the reading

Synthesize

Use prior knowledge

Awareness of points of view and perspective (characters, reader, author, critic)

Monitor for meaning (retelling, rereading, look for context clues)

- Ask questions
- Determining importance to make predictions and inferences
- Make connections to students' own lives
- Draw conclusions from the reading that are supported from the text
- Word choice

Understand that thinking critically about a text deepens one's understanding of it.

Use the essential idea, basic facts and details of a text as a basis for interpretation

Identify and supply evidence for a theme in a work

Interpret theme in a text and give supporting evidence for it

Make connections between their reading and their learning in other subjects

State/National Standards**NCTE Standards:**

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mass Frameworks:

Unit Title: Biomes: Character and Place

Time Frame: 6+ weeks

Unit Enduring Understanding: *The setting (environment and culture) and the individual are in constant interaction. This dynamic relationship results in positive and negative change in both the character and the setting.*

Unit Essential Questions:

- *Character and setting: how are they connected and how do they change each other?*
- *What is setting?*
- *How is setting reflected in a character's personality?*
- *What qualities/adaptations make characters and setting survive and endure?*
- *What circumstances change setting and character?*

Literature Content/Skills Students will:	State/National Literature and Language Standard
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Understand that authors write in certain ways depending on how and what they want to say.

Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres

Read selected works of non-fiction, and fiction.

Learn to use the characteristics of different genres to make predictions about literature.

Know and identify elements of fiction: plot, elements of characterization (personality traits, motivations, interactions with others, supporting evidence from their words, actions, and thoughts), conflict (character vs. society or group, him/herself, another character, nature, or fate), setting, and connections between the characteristics of fiction.

Know and identify the elements of nonfiction: author's purpose (appeal: logic, justice, emotion, popularity), logical order, compare and contrast, cause and effect, defining argument, evidence.

Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*

Use a series of comprehension strategies to understand and connect to literature, such as:

Create mental images

Use post it notes for ideas and questions about their reading
Know why you're reading (purpose) and what you want to get out of it

Understand the cultural and historical context of the reading
Synthesize

Use prior knowledge

Awareness of points of view and perspective (characters, reader, author, critic)

Monitor for meaning (retelling, rereading, look for context clues)

Ask questions

Determining importance to make predictions and inferences

Make connections to students' own lives

Draw conclusions from the reading that are supported from the text

Word choice

Understand that thinking critically about a text deepens one's understanding of it.

Use the essential idea, basic facts and details of a text as a basis for interpretation

Identify and supply evidence for a theme in a work

Analyze the ways characters change or interact with others over time and give supporting evidence from the text

Make connections between their reading and their learning in other subjects

NCTE Standards:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meanings and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) and communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Mass Frameworks:

- 1.4 : Know and apply rules for formal discussions (*classroom, parliamentary debate, town meeting rules*).
- 2.4: Integrate relevant information gathered from group discussions and interviews reports.
- 4.20: Determine the meaning of unfamiliar words using context clues (*contrast, cause and effect*).
- 4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, etymologies of words using dictionaries and thesauruses.
- 5.15: Recognize the basic patterns of English sentences (*noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun*).
- 5.16: Distinguish phrases from clauses.
- 5.17: Recognize the makeup and function of prepositional phrases.
- 5.18: Identify simple, compound, and complex sentences.
- 5.19: Recognize appropriate use of pronoun reference.
- 5.20: Identify correct mechanics (*comma after introductory structures*), correct use of pronoun reference, and correct sentence structure (*complete sentences, properly placed modifiers*).
- 5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.
- 5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.
- 11.4: Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.
- 12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central character influence the resolution of the conflict.

Unit Title: World Mythology

Time Frame: 6-8 weeks

Unit Enduring Understanding: *All cultures have used mythology to explain and justify why the human and natural worlds are the way they are. Mythology that endures is literature that offers deeper insight into human nature.*

- **Unit Essential Questions:** *How is mythology different from other genres of literature?*
- *What are the common motifs among creation myths of various world cultures?*
- *Why are there similarities and differences between creation myths of different cultures? For example, how do location and place affect myths?*
- *How do symbols, such as metaphors and sacred objects, represent big ideas in creation myths?*
- *What connections can be made between creation mythology and the modern world?*

**Literature Content/Skills
Students will:**

**State/National Literature and Language
Standards**

<p>Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres</p> <p>Read selected works of non-fiction, fiction, drama and poetry.</p> <p>Learn to use the characteristics of different genres to make predictions about literature.</p> <p>Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*</p> <p>Use a series of comprehension strategies to understand and connect to literature, such as: Create mental images Use post it notes for ideas and questions about their reading Know why you're reading (purpose) and what you want to get out of it Understand the cultural and historical context of the reading Synthesize Use prior knowledge Awareness of points of view and perspective (characters, reader, author, critic) Monitor for meaning (retelling, rereading, look for context clues) Ask questions Determining importance to make predictions and inferences Make connections to students' own lives Draw conclusions from the reading that are supported from the text Word choice</p> <p>Understand that thinking critically about a text deepens one's understanding of it</p> <p>Make connections between their reading and their learning in other subjects</p> <p>Students will understand the purposes of mythology as well as the similarities and differences in myths across cultures.</p> <p>Read and understand a variety of myths and analyze common conventions used in myths</p>	<p>NCTE standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. <p>Mass Frameworks:</p> <p>2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>3.10: Present an organized interpretation of a literary work, film, or dramatic production.</p> <p>3.12: Give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (<i>gestures, vocabulary, pace, visuals</i>) and using language for dramatic effect. <i>For example, students modify their original science project, designed to be presented to parents, when they explain it to a third-grade class.</i></p> <p>3.13: Create a scoring guide based on categories supplied by the teacher (<i>content, presentation style</i>) to prepare and assess their presentations.</p> <p>9.5: Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p>16.9: Identify conventions in epic tales (<i>extended simile, the quest, the hero's tasks, special weapons or clothing, helpers</i>).</p> <p>16.10: Identify and analyze similarities and differences in mythologies from different cultures (<i>ideas of the afterlife, roles and characteristics of deities, types and purposes of myths</i>).</p>
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Unit Title: Understanding Differences	Time Frame: 6-8 weeks
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<p>Unit Enduring Understanding: <i>Differences are valuable. Variation is strength. Humans have more commonalities than differences. Seeing through someone else's eyes helps us understand differences and to be better world citizens.</i></p>

<p>Unit Essential Questions:</p> <p><i>What is difference?</i></p> <p><i>Why do differences have a negative connotation?</i></p> <p><i>How does environment/setting create conflict for differences?</i></p> <p><i>How do people react to difference?</i></p>
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How are differences valuable?

Literature Content/Skills
Students will:

State/National Literature and Language
Standards

Understand that authors write in certain ways depending on how and what they want to say.	<p>NCTE Standards:</p> <ol style="list-style-type: none"> 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles. 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). <p>Mass Frameworks</p> <p>1.4 : Know and apply rules for formal discussions (<i>classroom, parliamentary debate, town meeting rules</i>).</p> <p>2.4: Integrate relevant information gathered from group discussions and interviews for reports.</p> <p>4.20: Determine the meaning of unfamiliar words using context clues (<i>contrast, cause and effect</i>)</p> <p>4.22: Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.</p> <p>5.15: Recognize the basic patterns of English sentences (<i>noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun</i>).</p> <p>5.16: Distinguish phrases from clauses.</p> <p>5.17: Recognize the makeup and function of prepositional phrases.</p> <p>5.18: Identify simple, compound, and complex sentences.</p> <p>5.19: Recognize appropriate use of pronoun reference.</p> <p>5.20: Identify correct mechanics (<i>comma after introductory structures</i>), correct usage (<i>pronoun reference</i>), and correct sentence structure (<i>complete sentences, properly placed modifiers</i>).</p> <p>5.21: Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p> <p>5.22: Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p> <p>8.23: Use knowledge of genre characteristics to analyze a text.</p> <p>8.24: Interpret mood and tone, and give supporting evidence in a text.</p> <p>8.25: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.</p> <p>12.4: Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.</p>
Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres	
Read selected works of fiction, and poetry.	
Learn to use the characteristics of different genres to make predictions about literature.	
Know and identify elements of fiction: plot, elements of characterization (personality traits, motivations, interactions with others, supporting evidence from their words, actions, and thoughts), conflict (character vs. society or group, him/herself, another character, nature, or fate), setting, and connections between the characteristics of fiction.	
Know and identify the elements of poetry: figurative language and sound (person, metaphor, hyperbole, internal rhyme, onomatopoeia, rhyme scheme, metaphor, simile.), graphics (punctuation, capital letters, line length, word position).	
Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*	
Use a series of comprehension strategies to understand and connect to literature, such as: Create mental images Use post it notes for ideas and questions about their reading Know why you're reading (purpose) and what you want to get out of it Understand the cultural and historical context of the reading Synthesize Use prior knowledge Awareness of points of view and perspective (characters, reader, author, critic) Monitor for meaning (retelling, rereading, look for context clues) Ask questions Determining importance to make predictions and inferences Make connections to students' own lives Draw conclusions from the reading that are supported from the text Word choice	
Understand that thinking critically about a text deepens one's understanding of it.	
Use the essential idea, basic facts and details of a text as a basis for interpretation	
Identify and supply evidence for a theme in a work	
Analyze the ways characters change or interact with others over time and give supporting evidence from the text	
Interpret theme (7 th) and mood/atmosphere (8 th) in a text and give supporting evidence for it	
Make connections between their reading and their learning in other subjects	

Unit Title: Poetry	Time Frame: 6-8 weeks
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Literature Content/Skills Students will:	State/National Literature and Language Standards
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Understand that authors write in certain ways depending on how and what they want to say.

Identify characteristics of genre. A genre is a category; all literature can be assigned to one or more genres

Read selected works of non-fiction and poetry.

Know and identify the elements of nonfiction: author's purpose (appeal: logic, justice, emotion, popularity), logical order, compare and contrast, cause and effect, defining argument, evidence.

Know and identify the elements of poetry: figurative language and sound (person, metaphor, hyperbole, internal rhyme, onomatopoeia, rhyme scheme, metaphor, simile,), graphics (punctuation, capital letters, line length, word position).

Use spoken, written and visual language to accomplish their own purposes (learning, enjoyment, persuasion, exchange of information).*

Use a series of comprehension strategies to understand and connect to literature, such as:
 Create mental images
 Use post it notes for ideas and questions about their reading
 Know why you're reading (purpose) and what you want to get out of it
 Understand the cultural and historical context of the reading
 Synthesize
 Use prior knowledge
 Awareness of points of view and perspective (characters, reader, author, critic)
 Monitor for meaning (retelling, rereading, look for context clues)
 Ask questions
 Determining importance to make predictions and inferences
 Make connections to students' own lives
 Draw conclusions from the reading that are supported from the text
 Word choice

Understand that thinking critically about a text deepens one's understanding of it.

Use the essential idea, basic facts and details of a text as a basis for interpretation

Identify and supply evidence for a theme in a work

Interpret theme (7th) and mood/atmosphere (8th) in a text and give supporting evidence for it

Make connections between their reading and their learning in other subjects

NCTE standards:

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Mass Frameworks:

- 2.4: Integrate relevant information gathered from group discussions and interviews for reports.
- 14.4: Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry:
- sound (*alliteration, onomatopoeia, internal rhyme, rhyme scheme*);
 - figurative language (*personification, metaphor, simile, hyperbole*);
 - graphics (*capital letters, line length, word position*).
- 15.5: Identify and analyze imagery and figurative language.
- 15.6: Identify and analyze how an author's use of words creates tone and mood.