Unit 3: Journeys, Both Literal and Figurative

Content Area: **Language Arts Literacy**
Course(s):
Time Period: **November**
Length: **6 weeks**
Status: **Published**

Enduring Understandings

Life is a road made up of a long series of physical and philosophical journeys.

Essential Questions

How can my attitude, knowledge, and experience affect the availability of choices in my life?

How can my choices affect the overall course of my life?

Content

1. Key vocabulary terms related to the theme

2. How to use cognates and suffixes to determine word meaning

3. How to analyze settings in narrative reading selections

- Literal Comprehension Skills – recognizing cognates, summarizing
- Inferential Comprehension Skills – predicting based on previewing, noticing problem/solution text structure, inferring central idea, comparing and contrasting two conflicting text, drawing conclusions, recognizing author's purpose,

4. How to write and present an informational/explanatory piece, using the Writing Process

- Informational/Explanatory piece
- Written Review
- Subject-verb agreement
- Present perfect and present continuous tenses
- Singular and plural nouns
- Writing dates
- End punctuation
- Commas, semi-colons and colons

5. How to write a movie, play, or concert review

6. Phonics: consonant sounds; short *a* and *e*; initial, medial, and final schwa; *oo* in *look* and *oo* in *food*

- Word Study
- Foundational Skills: plural of nouns, regular and irregular verbs and nouns, spelling words with schwa, spelling double-

letter words with *ll, tt, nn, mm,* short vowel *a* and 2, dipthong *oo*

- Vocabulary skills: key vocabulary terms, cognates, synonyms and antonyms
- Common idioms

Skills

- Sequence events appropriately when retelling
- Provide an objective summary of narrative text
- Analyze characters' or narrator's point of view
- Determine meaning of words as used in a text
- Compare and contrast a fictional portrayal of a historical character with a more modern piece
- Identify and explain a problem and solution
- Summarize
- Analyze how presentations by two authors on the same topic differ
- When writing or presenting aloud an informative/explanatory piece, include an introduction, key supporting details, transitions, and a conclusion.
- Revise and edit and publish with technology an informative/explanatory piece
- Use the present and past continuous tense
- Use commas, semi-colons and colons
- Demonstrate command of the conventions of standard grammar, usage and English punctuation
- Determine meaning of unknown or multiple-meaning words using reference materials
- Use accurately general academic and domain-specific words and phrases
- Ask and answer questions and share responses about the description of the American people
- Define and create pictorial representations of vocabulary related to the American immigrant experience using a graphic organizer
- Use new vocabulary words related to immigration in correct context in a class discussion
- Orally express the connection between their own personal immigration experiences to the information presented in the timeline using previously taught vocabulary
- Read facts about immigration and sequence these events in pairs
- Sequence visually supported information on timeline facts
- Describe orally and in writing how their lives have changed since their arrival in the U.S.A
- Sequence in writing the events of their immigration experience
- Write an autobiography about their life changing experience of coming to America
- Create a sequence chain of events using Microsoft Publisher, Microsoft Word or Inspiration
- Orally participate in a class discussion about interviews and the interview process
- Write interview questions using previously taught question words and sentence structure
- Ask questions, listen to answers, and record the answers in a practice interview
- Compare/contrast in writing the student's personal immigration experience with the immigration experience of the person who they interviewed using a Venn diagram
- Create a photo essay about themselves and the person they interviewed

Resources

- T-Chart or Venn Diagram
- Sequence Chain

- ‘Something to Declare’ sample autobiography [Something to Declare by Julia Alvarez pg. 119-124 From Textbook: Hampton Brown High Point Level C (Success In Language) By: Schifini, Short, and Villamil Tinajero / ISBN: 978-0736209656]
- Recommended Resource: Use the Inspiration program to create an outline for writing based on the sequence chain: http://www.inspiration.com/

- Sample of a photo essay http://www.time.com/time/photoessays/2006/mexican_immigration/
- **Internet Research:** Immigration

The Ethnic Heritage Council [http://www.eskimo.com/~millerd/ehc/]

Ethnic, Religious, and National Web Index [http://www.dcn.davis.ca.us/~feefhs/ethnic.html] Latino Web - Education and History [http://www.latinoweb.com/favision/history.html]

Native Web [http://web.maxwell.syr.edu/nativeweb/]

Urban Education Resources [http://eric-web.tc.columbia.edu/home_files/other_resources.html]

Yahoo Immigration Information [http://beta.yahoo.com/Government/Law/Immigration/U_S__Immigration_Info/]

U.S. Immigration Resources [http://www.contact.org/usimm.htm]

Basic Immigration Resources [http://www.autonomy.com/immig.htm]

Standards

CCSS.ELA-Literacy.RL.7.9	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.
CCSS.ELA-Literacy.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.
CCSS.ELA-Literacy.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.7.CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.7.CCSS.ELA-Literacy.CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.7.CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.7.CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
LA.7.CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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LA.7.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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LA.7.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.7.CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.7.CCSS.ELA-Literacy.CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
LA.7.CCSS.ELA-Literacy.CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.7.CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.7.CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.7.CCSS.ELA-Literacy.CCRA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.7.CCSS.ELA-Literacy.CCRA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.