Jan. SW: Writing: Photo Essay

Content Area: **English**
Course(s):
Time Period: **January**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

This unit explores writing essays using photos to prompt ideas and creativitiy.

Enduring Understandings

Photos are like stories in that they tell us about an event in the real world. They can help us expand our creativity in writing.

Essential Questions

How do we write a photo essay?

Instructional Strategies & Learning Activities

Grade 7 Photo Essay
Immersion: Interactive Read-Aloud Lessons
Day 1:
What Is a Photo Essay?
uses A cool drink of WATER by Barbara Kerley.
Rationale: Writers of photo essays create texts that examine a topic through a series or collection of photographs and writing—both of which are descriptive and informative. Students will begin to explore how this genre engages readers with fascinating facts, concrete details, quotes, and other relevant information through the use of stunning photographs and precise language.
Common Core State Standards: W.7.1, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Day 2:
Photo Essay Considerations
uses A cool drink of WATER by Barbara Kerley and One World, One Day by Barbara Kerley.
Rationale: Writers of photo essays need to consider their purpose and audience when deciding how to present or organize their information. Students will compare and contrast two mentor texts, focusing on each author’s topic, audience, purpose, photographs, and organization.

Common Core State Standards: W.7.1, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 3:

What Is a Photobiography?

uses Onward: A Photobiography of African-American Polar Explorer Matthew Henson by Dolores Johnson.

Rationale: Photo essayists can tell a story about a significant subject while taking readers through the chronology of events that reflect the subject's life. Students will discuss the purpose and structure of a photobiography as they learn about a fascinating and inspiring historical figure.

Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 4:

Organization and Structure

uses When the Wolves Returned: Restoring Nature's Balance in Yellowstone by Dorothy Hinshaw Patent.

Rationale: Writers of photo essays consider their topics when selecting the structure they will use in order to find the best way to organize their text and photos to increase readers' comprehension by helping them envision and understand the main point or purpose of the essay. Students will examine the organization and formatting of a photo essay and consider why certain structures work best for the author's topic.

Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Day 5:

Text Features Enhance Topics and Themes

uses Hungry Planet: What the World Eats by Faith D'Aluisio.

Rationale: Photo essays are a form of writing that often addresses contemporary issues or themes that evoke emotion in the readers. Students will explore how particular features of photo essays help inform readers and enhance their viewing experience about current issues that impact humanity and the planet.

Common Core State Standards: W.7.1, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Mini-Lessons

Generating Ideas I: Topics Close to Home

uses One World, One Day by Barbara Kerley.

Rationale: Writers get ideas for their writing by thinking about the people and things in their personal lives that are "close to home" and matter most to them. Students will consider the special people, their communities, and the things that are personally important to them as possible ideas for their photo essays.

Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Generating Ideas II: Contemporary and Global Issues

uses A cool drink of WATER by Barbara Kerley, When the Wolves Returned by Dorothy Hinshaw Patent, and Every Human Has Rights: A Photographic Declaration for Kids by National Geographic.

Rationale: Writers write about recurring themes that are contemporary, personal, or universal. Students will discuss and share contemporary or global issues that matter to them and think about how to best communicate how

these
issues have a significant impact on individuals and society at large.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3,
SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Generating Ideas III: History and Human Interest
uses Onward by Dolores Johnson.
Rationale: Writers sometimes use different historical events and pieces of information when thinking about ideas
for their photo essays. Students will think about how interesting images and relatable words help bring historical
events to life and consider them as possible topics or ideas to use in a photo essay.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2,
SL.7.3, SL.7.4, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6

Generating Ideas IV: Using Photos to Spark Ideas
uses Hungry Planet: What the World Eats by Faith D'Aluisio.
Rationale: Writers are often inspired by looking at photographs for possible topics or ideas. Students will view photos from mentor texts and digital sources to generate possible ideas for their photo essays.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2,
SL.7.3, SL7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Selecting: Deciding on Your Photo Essay Topic
uses students' Writers' Notebooks.
Rationale: Writers analyze their ideas and topics in order to decide on the one that matches their intended purpose,
audience, and interests. Students will look over the ideas they generated and select the one that evokes a passion
and a spark within them and that will best create a meaningful and informative photo essay.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2,
SL.7.3, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6
Collecting I: Gathering Engaging Photos
uses all mentor texts from the unit.
Rationale: Writers identify the types of photos they need in order to communicate their topics effectively and powerfully. Students will begin to develop criteria for selecting photos for their photo essays.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3,
SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Collecting II: Finding the Facts
uses When the Wolves Returned by Dorothy Hinshaw Patent, Project Seahorse by Pamela S. Turner, and A cool
drink of WATER by Barbara Kerley.
Rationale: Writers research multiple sources in order to locate pertinent facts and information to develop their topics and record their notes to help them organize their thoughts, facts, and ideas. Students will conduct research
and take notes from multiple sources in order to investigate their topics, generate and answer questions, and locate
and record relevant information.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2,

SL.7.3,
SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Collecting III: Relevant Details Add Depth
uses students' Writers' Notebooks and a graphic organizer.
Rationale: Writers look for relevant details to enrich their research and add "flavor" to their essays. Students will
continue to gather information that supports their topics by identifying relevant details from the sources they are
using.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3,
SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Drafting I: Organization and Structure
uses One World, One Day by Barbara Kerley, When the Wolves Returned by Dorothy Hinshaw Patent, and Onward
by Dolores Johnson.
Rationale: Writers organize their photos carefully and think about the structure of their essays in order to clearly
convey the central topic or idea of their photo essays. Students will think about the structure of their essays and the
organization of their photos to ensure that they match the intended purpose, audience, and meaning.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4,
SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Drafting II: Introducing Your Photo Essay
uses A cool drink of WATER by Barbara Kerley, One World, One Day by Barbara Kerley, and When the Wolves
Returned by Dorothy Hinshaw Patent.
Rationale: Photo essays begin with an introduction, or lead, that grabs readers' attention and introduces them to
the topic. Students will try out different ways to craft an engaging lead while also being mindful of introducing their
topics in a clear and informative way.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3,
SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6
Drafting III: Transitions Connect Ideas and Concepts
uses When the Wolves Returned by Dorothy Hinshaw Patent, Onward by Dolores Johnson, Hungry Planet by Faith
D'Aluisio, and students' drafts.
Rationale: Writers use appropriate transitions to create cohesion and clarify the relationships among ideas,
information, and concepts. Students will incorporate transition words and phrases into their writing for the
purpose of conveying information clearly and providing a smooth flow to the piece.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4,
SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Drafting IV: The Importance of the Wrap-Up
uses students' drafts.
Rationale: Photo essayists think about how to conclude their essays by providing their readers with a conclusion

that makes them think, evokes an emotion, encourages additional research, entertains, and/or instills a call to action. Students will determine the best way to conclude their photo essays and draft a conclusion that wraps up
their central topic or idea in a way that generates a strong reaction from readers.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3,
SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6
Revising I: Precise Language and Domain-Specific Vocabulary
uses an excerpt from Onward by Dolores Johnson and students' drafts.
Rationale: Writers use precise language and domain-specific vocabulary to inform readers about or explain their
topics. Students will acquire and accurately use precise and domain-specific words and phrases to convey clear
meaning and aid in the deeper understanding of their photo essays.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3,
SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.5, L.7.6

Revising II: Peer Review
uses students' drafts.
Rationale: When writers revise their drafts, they keep in mind the central topic or idea of their photo essays by making sure they are conveying it clearly to their readers in an engaging and informative manner. Students will
share their photo essays with a partner using a peer review checklist for the purpose of listening to and providing
constructive feedback.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4,
SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Editing I: Creating Tone With Pause Punctuation
uses Project Seahorse by Pamela S. Turner and Onward by Dolores Johnson.
Rationale: Writers use punctuation creatively to add meaning and voice to their writing. Students will recognize
how the em dash and ellipses are used for the purpose of creating tone and crafting more meaningful, interesting,
and rhythmic sentences.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6,
L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Editing II: Peer Editing
uses students' drafts.
Rationale: Writers recognize the importance of having editors or peers listen to or review their writing to ensure the
application of the correct standards of English grammar, spelling, and conventions. Students will use an editing
checklist to guide them as they work in partnerships to look over their work and prepare to publish their photo essays.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4,
SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6
Publishing I: Creating a Mock-Up

uses Every Human Has Rights by National Geographic, One World, One Day by Barbara Kerley, and When the
Wolves Returned by Dorothy Hinshaw Patent.
Rationale: Writers visualize their final product before finalizing the placement of photos and text when creating a
photo essay. Students will create a mock-up of their photo essays for the purpose of seeing variations of how photographs and text could be formatted or laid out in order to reflect a clear representation of their information
and topics.
Common Core State Standards: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3, SL.7.4,
SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.4, L.7.6
Publishing II: One Last Look
uses Hungry Planet and Faith D'Aluisio and Every Human Has Rights by National Geographic.
Rationale: Writers know that in a successful photo essay, the photographs can explain or inform the readers about
their topics if they are placed carefully with the text. Students will take one last look at their photo essays and decide if the visual impression of their topics matches their purpose, intent, and central ideas; make sure that they
introduced their topics clearly by organizing ideas, concepts, and information into categories; and review their layouts to make sure they are useful in aiding comprehension.
Common Core State Standards: W.7.1, W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.9, W.7.10, SL.7.1, SL.7.2, SL.7.3,
SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3, L.7.6

Integration of Career Readiness, Life Literacies and Key Skills

Students will be exposed to the career of a professional photographer.

9.2.8.CAP	Career Awareness and Planning
9.4.8.CI	Creativity and Innovation
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
9.4.8.DC	Digital Citizenship
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.

9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
9.4.8.IML.3	Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).
9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
9.4.8.IML.11	Predict the personal and community impact of online and social media activities.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.13	Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.

Technology and Design Integration

8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
ITH	Interaction of Technology and Humans
	Economic, political, social and cultural aspects of society drive development of new technological products, processes, and systems.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Connections

Writing is connected to all disciplines.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Writing connects with all disciplines.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Students will be encouraged to challenge themselves when writing. Struggling students will recieve additional instruction and modifications .

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit.

Writing Samples

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Homework

Quizzes

Rough drafts

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit tests

teacher made tests

Final drafts

Instructional Materials

Schoolwide, Inc. "Photo Essay" unit materials.

Anchor texts.

Standards

LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.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.
LA.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.
LA.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.
LA.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.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.7.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LA.SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.