

**2009/2010 Pacing Guide
Year at a Glance**

	Unit 1: Narratives Traditional: Sept. 14 – Nov. 13 Mod. Trad. : Sept. 14 – Nov. 13 Track B: Sept. 14 – Nov. 13	Unit 2: Nonfiction Traditional: Nov. 16 – Feb. 5 Mod. Trad. : Nov. 16 – Feb. 12 Track B: Nov. 16 – Mar. 5 Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21)	Unit 3: Novel/Poetry Traditional: Feb. 9 – Apr. 16 Mod. Trad. : Feb. 16 – Apr. 30 Track B: Mar. 8 – May 28 STAR Writing: Mar. 2 (all calendars)	Novel/ Unit of Teacher Choice Traditional: April 19 – June 17 Mod. Trad. : May 3 – June 24 Track B: June 1 – July 23 STAR Testing: Trad Apr. 26-May 21; Mod. Trad: May 3 – 28; Trk B (June 2 – 30) EOC: Trad May 24 – June 11; Mod Trad June 1 -24; Trk B July 1 - 23
Grade 6	<ul style="list-style-type: none"> Elements of Fiction Writing: Narrative Assessments: <ul style="list-style-type: none"> Cluster 8 Theme (Lit Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.3, 3.6,3.8</i> 	<ul style="list-style-type: none"> Types of nonfiction, text structure, persuasion, research Writing: Expository Research skills Functional Texts (completing applications; following directions) Mid-term given (date TBD) Assessments : <ul style="list-style-type: none"> Cluster 11 Persuasion Key standards tested: Rdg, Comp. 2.6, 2.7, Lit. Anal 3.8 	<ul style="list-style-type: none"> Core novel: review elements of fiction Poetry History Through Literature Writing: Response to Literature Assessments: <ul style="list-style-type: none"> Cluster 3 Poetry/Cluster 9 History Through Literature (Lit. Anal/Rdg. Com) Key standards tested: Rdg. Comp: 2.0, 2.2, 2.3, Lit. Anal 3.1, 3.3, 3.4, 3.7 	<ul style="list-style-type: none"> Academic reading Teacher choice: novel, teacher unit Review for standardized tests Writing: Persuasive
Grade 7	<ul style="list-style-type: none"> Elements of Fiction Writing: Narrative Assessments : <ul style="list-style-type: none"> Cluster 5 Theme (Lit. Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.1, 3.2,3.4</i> 	<ul style="list-style-type: none"> Types of nonfiction, text structure, persuasion, research Functional Texts (documents and directions) Writing: Expository Research skills Assessments: <ul style="list-style-type: none"> Cluster 9 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.4, 2.6 	<ul style="list-style-type: none"> Core novel: review elements of fiction Poetry/ History Through Literature Writing: Response to Literature Assessments : <ul style="list-style-type: none"> Cluster 3 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Word Anal., 1.1, Rdg. Comp: 2.0, 2.1, 2.3,2.6, Lit. Anal 3.0, 3.1 	<ul style="list-style-type: none"> Teacher choice: novel, teacher unit Review for standardized tests Writing: Persuasive
Grade 8	<ul style="list-style-type: none"> Elements of Fiction Writing: Narrative Assessments : <ul style="list-style-type: none"> Cluster 8 Theme (Lit. Anal/Rdg Comp) <i>Key Standards tested: Lit. Anal.3.5, 3.7</i> 	<ul style="list-style-type: none"> Types of nonfiction, persuasion, research Functional Texts (career documents) Writing: Career Research Task Research skills Assessments: <ul style="list-style-type: none"> Cluster 11 Persuasion (Lit. Anal. and Rdg. Comp) Key standards tested: Rdg. Comp. 2.2, 2.6, 2.7 Mid-Term (Trad/Mod. Trad: Jan 12-14; Trk B: Jan 19 – 21) 	<ul style="list-style-type: none"> Core novel: review elements of fiction Poetry/ History Through Literature Writing: Response to Literature Author Study (suggested) Assessments : <ul style="list-style-type: none"> Cluster 4 Poetry/Cluster 9 History Through Literature(Lit. Anal/Rdg. Com) Key standards tested: Rdg. Comp: 2.0, 2.3, Lit. Anal 3.1, 3.6, 3.7 	<ul style="list-style-type: none"> Teacher choice: novel, teacher unit Review for standardized tests Writing: Persuasive
	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> Nov. 12 – 17 Theme Cluster (rdg. comp/lit. analysis) 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> Dec 10 – 15 Narrative (rhetoric/conventions) Jan 7-12: Persuasion Cluster Feb 2 – 9 Gr. 6, 7: Expository (rhetoric/conventions); Gr. 8: Career Task (rhetoric/conventions) 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> Mar 2- 9 Mid-term data 	DATA COLLECTION DEADLINES <i>(see principal for exact date to turn in data)</i> <ul style="list-style-type: none"> May 5 – 11 Response to Literature (rhetoric/conventions) AND Poetry cluster/History Through Literature Cluster (rdg. comp/literary analysis)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7

UNIT 1: Narrative (taken from Cluster 1: Fiction; Cluster 4: Plot; Cluster 5: Theme; Cluster 6: Character)

Unit Description: This unit addresses forms and characteristics of fiction. Students will read to understand the text structure of various forms of fiction and the elements of fiction; write a multiple paragraph narrative essay, use context clues and shades of meaning to clarify word meanings, identify and write simple, complex, compound, and compound-complex sentences.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard
Unbold = student outcomes
= Multiple items on CST

1.0 Word Analysis/Vocabulary

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry. Students will ...

Recognize and explain idioms, analogies, metaphors and similes in the texts they encounter.

1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary. Students will...

Break apart words into their parts and use those parts to help determine the meaning of words.

#1.3 Clarify word meanings through the use of definition, example, restatement, or contrast. Students will...

Look for context clues at the sentence and paragraph level, determine the type of context clue and use this information to clarify or determine word meaning.

3.0 Literary Response and Analysis

#3.1 Articulate the expressed purpose and characteristic of different forms of prose. Students will... Read various genres of prose, identify/recognize and explain the characteristics of each.

#3.2 Identify events that advance the plot and determine how each event explains past or present actions(s) or foreshadows future action(s).

Students will... Identify and explain elements of plot development, analyze events to determine how they explain a past action, present action or foreshadow a future action, and determine how selected events advance the plot.

#3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters. Students will... Identify characters in a text. Analyze and explore how the author developed the character (i.e. character's words, thoughts, actions, speech patterns, character's appearance, what other characters say, or think about the character, what the narrator says about the character.)

#3.4 Identify and analyze recurring themes across works. Students will... Read texts to identify theme; discuss common themes in literature; compare themes across works.

3.0 Literary Response and Analysis Continued

#3.5 Contrast points of view. (e.g. first and third, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall them of the work. Students will... Read texts to determine the point(s) of view, compare the points of view and explain how the point of view affects the theme of the work.

1.0 Writing Strategies/2.0 Writing Applications

Students will...

#1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

#1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

#1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

#2.1 Write fictional or autobiographical narratives:

- Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
- Develop complex major and minor characters and a definite setting.
- Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

Written and Oral Conventions

Students will...

#1.3 Identify all parts of speech and types and structure of sentences.

#1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

#1.6 Use correct capitalization.

1.0 Listening/2.0 Speaking

#2.1 Deliver narrative presentations

#2.2 Deliver oral summaries of articles and books.

Spelling Concepts

Students will spell...

- Words with Silent e and suffixes
- Words with ate / ion
- Words with ance / ant
- Words with ence / ent
- Words with ly, ally

Grammar and Mechanics

Students will recognize and write...

- Complete sentences
- Compound sentences
- Complex sentences

Students will correctly use...

- Quotation marks in dialogue
- End punctuation
- Transitions
- Conjunctions
- Commas in coordination of ideas
- Capitalization and other appropriate punctuation marks with titles
- Types of nouns and subject verb agreement with collective nouns

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary, grammar, spelling, mechanics tasks)
- **Writing folder: Narrative**
- **Cluster 5: Theme (rdg. comp/lit. analysis)**

Data Collection Deadlines

(see principal for exact date to turn in data)

Nov. 12 – 17: Cluster 5: Theme (rdg. comp/lit. analysis)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7

UNIT 1 Narrative: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p>Word Analysis Analogies Base Word Context Clues</p> <ul style="list-style-type: none"> Restatement Definition Comparison/contrast General Sentence Paragraph <p>analogies idioms metaphor prefix root simile</p> <p>Literary Analysis Autobiography Character Character motivation Character traits Climax Conflict Exposition External conflict Falling action Fiction Foreshadow Historical fiction Internal conflict Limited point of view Literary devices Major characters Minor characters Narrative Narrator Novel Novella Objective point of view Omniscient point of view Plot Plot line Point of View Prose Realistic fiction Resolution Rising Action Science fiction Setting Short Story Speaker Subjective point of view Theme</p> <p>Writing and Conventions Concrete language Complex sentence Compound sentence Compound-complex sentence Coordination of ideas Dialogue Fragment vs. run-on sentence Point of view Simple sentence Subject and predicate Subordination of ideas Suspense</p>	<p>Vocabulary <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> Context clues, pp. 1-9 Prefixes, base words, roots, pp. 31-36 Denotation/connotation, pp. 49-50 Similes and metaphors, pp. 55; also <i>LOL, T.E.</i>, p. 194 Analogies, p. 65 <p>Affixes -al- -ate -ation, -ion, -sion bi- dis -er, or fore- -hood -ible -in -ish -ist -most per- pre- over re- self- -ship trans- tri- un- under uni-</p> <p>Roots anim aud ceive/cept domin/domit cosm cred/credit cycle flect/flex form funct</p> <p>fract/frag graph/gram grat/grac</p> <p>later lingu</p> <p>loc/locat log micro mitt/mis</p> <p>Roots cont'd ped phon phet pop port psych scop/skept solv/solute tel/tele var</p>	<p>Core Program Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 7</i> “Article on Fiction” p. 15 “Article on Plot” p. 343 “Characterization p. 586 “Amigo Brothers” p. 361</p> <ul style="list-style-type: none"> Events that advance the plot Suspense Central conflict <p>“The Monsters Are Due on Maple Street”</p> <ul style="list-style-type: none"> Theme Plot <p>“The War of the World” p. 109</p> <ul style="list-style-type: none"> Climax Cause and effect Point of view Central Conflict Theme <p>“Zebra” p. 46</p> <ul style="list-style-type: none"> Character Inferencing Internal conflict Plot <p>Strategic/ELD Support <i>Bridges, Grade 7</i> “Fiction” p. 439-440 “Drama” p. 442-443 “Westwoods” (drama) p. 148 “The Cage” p. 188 Theme suspense “Brian’s Return” cause/effect p. 268 <i>Interactive Reader, Grade 7</i> “War of the Wall”, p. 92 “Amigo Brothers” p. 184 “Monsters Are Due”, p. 204 “Zebra”, p. 38</p> <p>Assessment Resources In addition to teacher-made assessments, these resources may be helpful: CST released items <i>Unit One Resource Book</i> pp28-34 (“Zebra”) pp 61-68 (“War of Walls”) <i>Unit Two Resource Book,</i> <i>Unit Three Resource Book</i> Pp 11-17 (“Amigo Brothers”) pp. 41-47 (“Monsters are”...)</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 247</p>	<p>Writing Narratives <i>Language of Literature</i> personal narrative p. 178 (narrative writing) R45, <i>Writing Transparencies</i>, pp. 9, 10 Transitions <i>Unit One Resource Book</i>, pp. 92-99 (Personal Narrative)</p> <p><i>Unit Two Resource Book</i> p. 76-83 (character sketch)</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p>Spelling <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> Silent e and suffixes, p. 91 -ate/-ion p. 93 -ance/-ant p.108 -ence/-ent p. 108 -ly, -ally, p.107 <p>Grammar, Mechanics and Usage <i>Grammar, Usage, Mechanics</i> Blackline Masters Book</p> <ul style="list-style-type: none"> Complete subjects and predicates, p. 1-3 Compound sentences, p. 13 End punctuation, p. 160 Quotation Marks, p. 199 Conjunctions, p. 130 Punctuation of titles, pp. 181 Complex sentences, p. 154 <p><i>Language of Literature : Grammar Handbook</i> (back of text)</p> <ul style="list-style-type: none"> Sentence structure, R86, 87 <p><i>Language Network</i> Complete subjects and predicates, p. 6-8 Compound sentences, p. 189-191 Quotation marks, p 258-261 Conjunctions, p. 150-160, 166, 204, 253, 196 Titles, 268, 274, 234-235 Complex Sentences, p.192-193, 204</p>

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7

UNIT 2: NONFICTION (taken from Cluster 2: Types of Nonfiction; Cluster 8 Text Structure; Cluster 9 Persuasion; Cluster 10 Research Reading; Cluster 11 Research Reports; Cluster 12 Documents and Directions)

Unit Description: This unit addresses types of nonfiction, nonfiction text structure, elements of persuasion and research strategies. Students will read nonfiction, discuss persuasive techniques, write expository essays, research reports and persuasive essays and work on sentence structure.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard; unbold = student outcomes; # = multiple items on CST

1.0 Word Analysis

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry. *Students will ...*
 Recognize and explain idioms, analogies, metaphors and similes in the texts they encounter.

#1.2 Use knowledge of Greek, Latin, and Anglo Saxon roots and affixes to understand content area vocabulary. *Students will...*
 Break apart words into their parts and use those parts to help determine the meaning of words.

#1.3 Clarify word meanings through the use of definition, example, restatement, or contrast. *Students will...* Look for context clues at the sentence and paragraph level, determine the type of context clue and use this information to clarify or determine word meaning.

2.0 Reading Comprehension

#2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). *Students will...*
 Explain the structure and purpose of various types of informational materials; read informational materials to discern the characteristics; compare/contrast the structure and purpose of various informational materials.

2.3 Analyze text that uses cause-and-effect organizational pattern. *Students will...*
 Read text that uses cause-and-effect organizational patterns, recognize the three ways cause and effect relationships may be presented in writing (single cause/multiple effects, single effect/multiple causes, cause/effect chain).

#2.4 Identify and trace the development of an author’s argument, point of view, or perspective in text. *Students will...*
 Read texts to identify an author’s argument, point of view or perspective; analyze and explain the structure of the argument.

#2.6 Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping. *Students will...*
 Read text to identify an author’s evidence; evaluate the adequacy, accuracy and appropriateness of the evidence; examine the evidence to determine instances of bias or stereotyping.

2.0 Reading Comprehension (cont’d)

#2.2 Functional Texts.
Locate information by using a varied of consumer, workplace, and public documents. *Students will...* Identify and recognize various types of consumer, workplace or public documents and information in those documents.

#2.5 Understand and explain the use of a simple mechanical device by following technical directions. *Students will...*
 Read directions for simple mechanical devices; follow the directions and/or utilize the directions to explain the use of the device.

1.0 Writing Strategies

Writing Essays
Students will...

#1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
 1.2 Support all statements and claims.
 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.

#1.7 Revise writing to improve organization and word choice.

Research

#1.4 Research and Technology: identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
 1.5 Give credit for quoted and paraphrased information in a bibliography.

2.0 Writing Applications
 2.3 Write research reports
 2.4 Write persuasive compositions
 2.5 Write summaries of ready materials.

1.0 Written and Oral English Conventions

Students will correctly use...

1.1 Active Voice

#1.2 Complex, compound, and compound complex sentences

#1.3 Commas at the end of dependent clauses

1.4 Semicolons

1.0 Listening

Students will...

1.2 Determine a speaker’s attitude toward the subject.

1.3 Respond to persuasive messages with questions, challenges or affirmations.

1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery.

2.0 Speaking Applications

2.3 Deliver research presentations
 2.4 Deliver persuasive presentations

Spelling Concepts

Students will correctly spell...

- Words ending with –ible, -able
- Words with qu, j, ge, dge
- Words with ous, us
- Words with silent -gh

Grammar and Mechanics

Students will correctly use...

- Indefinite pronouns especially in subject/verb agreement
- Pronouns
- Compound-complex sentences
- Conjunctions
- Semicolons
- Active voice

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Expository**
- **Cluster 9: Persuasion (rdg. comp/lit. analysis)**
- **Mid-term: Trad/Mod Trad: Jan 12 – 14; Trk B Jan 19 -21**

Data Collection Deadlines

(see principal for exact date to turn in data)

Dec. 10 – 15: Narrative (rhetoric and conventions)

Jan. 7 -12: Cluster 11: Persuasion (rdg. comp/lit. analysis)

Feb. 2 – 9: Expository (rhetoric and conventions)

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7

UNIT 2 NONFICTION: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING COMP. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p>Word Analysis Analogies Base Word Context Clues (types)</p> <ul style="list-style-type: none"> • Restatement, definition, general, sentence, paragraph, comparison/contrast • Comparison/contrast <p>Figurative language Idiom Metaphor Personification Prefix Root Simile</p> <p>Reading Comprehension Assertions Author conclusions Author evidence Author’s perspective Author purpose Autobiography Bandwagon Bias Bibliography Biography Cause/effect organization Cause/effect text structure Claims Chronological order Circular reasoning Comparison/contrast organization Either/or Expository Fact Informative article Interview Main idea/supporting details Organization Memoir Opinion Outline Perspective Point of view Prose Stereotyping Summary Text structure Unsupported inferences</p> <p>Writing and Conventions Apostrophe Clause Compound words Conclusion in essays Contractions Coordination of ideas Homograph, homonym, homophone Lead Nouns (types) Phrase Subordination of ideas Thesis</p>	<p>Vocabulary <i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> • Idioms, p. 53 • Context clues, pp. 1-12 • Prefixes, base words, roots, pp. 11-27 • Similes and metaphors, p. 55 <p>Affixes -al- -ate -ation, -ion, -sion bi- dis -er, or fore- -hood -ible -in -ish -ist -most per- pre- over re- self- -ship trans- tri- un- under uni-</p> <p>Roots anim aud ceive/cept domin/domit cosm cred/credit cycle flect/flex form funct fract/frag graph/gram grat/grac later lingu loc/locat log micro mitt/mis ped phon phet pop port psych</p> <p>Roots cont’d scop/skept solv/solute tel/tele var</p>	<p>Core Program Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E.</i>, <i>Interactive Reader T.E.</i>, and the <i>Universal Access Resource Book</i></p> <p><i>Language of Literature 7</i> “Reading Nonfiction,” p. 82-86 “Eleanor Roosevelt,” p. 87</p> <ul style="list-style-type: none"> • Autobiography • Biography • Chronological order • Claims, assertions <p>“Primal Compassion,” p. 138</p> <ul style="list-style-type: none"> • Subjective/objective point of view • Fact and opinion • Claims and evidence <p>“Reading for Different Purposes,” p. R 23 “Patterns of Organization,” pp. R 6-11 “The History of Chocolate,” p. 549</p> <ul style="list-style-type: none"> • Text organizers • Sequence • Cause and effect <p>“Face to Face with Twins,” p.617</p> <ul style="list-style-type: none"> • Note-taking • Outlining • Paraphrasing • Summarizing <p>“Critical Reading: Persuasion,” pp. R 12 -17 “Functional Texts,” R 18-23, R 112-114</p> <p>Strategic/ELD Support <i>Interactive Reader</i> “Eleanor Roosevelt,” p. 70</p> <p>Bridges “El Chino,” p. 218</p> <ul style="list-style-type: none"> • First person point of view <p>“Chief Joseph...,” p. 314</p> <ul style="list-style-type: none"> • Persuasion <p>“Jaime Escalante...,” p. 298</p> <ul style="list-style-type: none"> • Persuasion <p>Assessment Resources In addition to teacher-made assessments, these resources may be helpful:</p> <p>CST released items <i>Unit One Resource Book</i> p 47-50 (“Eleanor Roosevelt”) p 75 – 77 (“Primal Compassion”)</p> <p><i>Unit Four Resource Book</i> p 18-19 (History of Chocolate) p 50 – 15 (Face to Face with Twins) See Standards Manager for unpacking standards and teaching ideas, pp. 191 – 247</p>	<p>Nonfiction Writing <i>Language of Literature 7</i> Expository, R 43 – 46 Persuasive, p. 699, R 152 Research Workshop, p. 780, R53</p> <p><i>Unit Three Resources Book</i> p. 32-40 (Cause/effect essay)</p> <p><i>Unit Five Resource Book</i> p. 21-29 (Opinion Statement) Research Report, pp 63-71.</p> <p><i>Writing Transparencies</i>, pp 9-11</p> <p><i>District Writing Guide</i></p> <p><i>CST Released writing samples</i></p> <p>Spelling <i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> • -ible, -able, p. 125 • -ous, -us, p. 141 • qu, j, ge, dge, p. 133 • silent –gh, p. 149 <p>Grammar, Mechanics and Usage <i>Grammar, Usage, Mechanics</i> Blackline Masters Book Pronouns, pp. 46, 64, 67, 70-73 Semicolons, p. 202 Compound-complex sentences, p. 160 Conjunctions, p. 130</p> <p><i>Language of Literature 7</i> Active Voice, p. R99</p> <p><i>Language Network</i></p> <ul style="list-style-type: none"> • Pronouns, including indefinite pronouns, p. 73-78 • Compound-complex sentences, pp 194-195, 205 • Conjunctions, pp. 150-160, 166, 196, 204, 253 • Semicolons, p. 189, 204, 262

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7

UNIT 3: NOVEL and POETRY (taken from Cluster 3 Poetry; Cluster 4 Character and Setting, Cluster 6: Plot; Cluster 8: Theme, Cluster 9: History Through Literature)

Unit Description: This unit reviews the elements of fiction as applied to a novel and introduces students to the ways tone and meaning are conveyed in poetry. Students will write Response to Literature essays, read and analyze poetry, read a novel. Teachers may choose to do a research task related to the novel study.

CONTENT STANDARDS , STUDENT OUTCOMES, REQUIRED ASSESSMENTS

Boldface = content standard unbold = student outcomes # = multiple items on CST

1.0 Word Analysis/Vocabulary

1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry. *Students will ...*

Recognize and explain idioms, analogies, metaphors and similes in the texts they encounter.

1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content area vocabulary. *Students will...*

Break apart words into their parts and use those parts to help determine the meaning of words.

#1.3 Clarify word meanings through the use of definition, example, restatement, or contrast. *Students will...*

Look for context clues at the sentence and paragraph level, determine the type of context clue and use this information to clarify or determine word meaning.

3.0 Literary Response and Analysis Continued

#3.5 Contrast points of view. (e.g. first and third, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work. *Students will...* Read texts to determine the point(s) of view, compare the points of view and explain how the point of view affects the theme of the work.

1.0 Listening/2.0 Speaking

1.5 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

2.2 Deliver oral summaries of articles and books.

Vocabulary and Spelling

- Words with hard/soft c/g
- Words with prefix ad-
- Words with silent letters, final -y
- Words with -ize, ise
- VAC words
- Words with ous, us

3.0 Literary Response and Analysis

Students will...

#3.1 Articulate the expressed purpose and characteristic of different forms of prose. *Students will...* Read various genres of prose, identify/recognize and explain the characteristics of each.

#3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

Students will... Identify and explain elements of plot development, analyze events to determine how they explain a past action, present action or foreshadow a future action, and determine how selected events advance the plot.

#3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Students will... Identify characters in a text. Analyze and explore how the author developed the character (i.e. character's words, thoughts, actions, speech patterns, character's appearance, what other characters say, or think about the character, what the narrator says about the character.

#3.4 Identify and analyze recurring themes across works. *Students will...*

Read texts to identify theme; discuss common themes in literature; compare themes across works.

1.0 Writing Strategies/2.0 Writing Applications

Students will...

#1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.

#1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

#1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

2.2 Write responses to literature.

Grammar and Mechanics

Students will recognize and write...

- Infinitives
- Participles
- Hyphens, dashes, brackets
- Varied sentence types and structures
- Interjections

Written and Oral Conventions

Students will...

#1.3 Identify all parts of speech and types and structure of sentences.

#1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

#1.6 Use correct capitalization.

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Response to Literature task**
- **Cluster 3: Poetry/Cluster 9: History Through Literature (rdg. comp/lit. analysis)**
- **STAR WRITING Mar. 2 (Trad/Mod Trad/Trk B)**

Data Collection Deadlines

(see principal for exact date to turn in data)

Mar. 2 – 9: Mid-term data

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7
UNIT 3 NOVEL/POETRY: VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to accomplish the goals of the unit.)

VOCABULARY OF THE DISCIPLINE	WORD ANALYSIS	READING Comp. & LITERARY ANALYSIS	WRITING AND CONVENTIONS
<p>Word Analysis</p> <p>Analogies Base Word Context Clues (types)</p> <ul style="list-style-type: none"> Restatement, definition, general, sentence, paragraph, comparison/contrast Comparison/contrast <p>Figurative language Idiom Metaphor Personification Prefix Root Simile</p> <p>Literary Analysis</p> <p>Autobiography Character Character motivation Character traits Climax Conflict Exposition External conflict Falling action Fiction Foreshadow Historical fiction Internal conflict Limited point of view Literary devices Major characters Minor characters Narrative Narrator Novel Objective point of view Omniscient point of view Plot Plot line Point of View Primary Source Resolution Rising Action Secondary Source Setting Short Story Speaker Subjective point of view Theme</p> <p>Writing and Conventions</p> <p>Adjective Adverb Compound sentence Compound-complex sentence Complex sentence Contractions Coordination Conjunctions Future tense Literary devices Past perfect tense Present perfect tense Subordination Textual evidence Transitions</p>	<p>Vocabulary</p> <p><i>Vocabulary and Spelling Book</i></p> <ul style="list-style-type: none"> Foreign words in English Greek roots, p. 31 Other roots and affixes, pp. 13-28 <p>Affixes</p> <p>-al- -ate -ation, -ion, -sion bi- dis -er, or fore- -hood -ible -in -ish -ist -most per- pre- over re- self- -ship trans- tri- un- under uni-</p> <p>Roots</p> <p>anim aud ceive/cept domin/domit</p> <p>Roots cont'd</p> <p>scop/skept solv/solute</p> <p>tel/tele var</p> <p>cosm cred/credit cycle flect/flex form</p> <p>funct</p> <p>fract/frag graph/gram grat/grac</p> <p>later lingu</p> <p>loc/locat log micro mitt/mis ped phon phet pop port psych</p>	<p>Core Program</p> <p>Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E.</i>, <i>Interactive Reader T.E.</i>, and the <i>Universal Access Resource Book</i></p> <p><i>Language of Literature 7</i></p> <p>“Reading Poetry,” p. 195 “The Pasture: A Time to Talk” Rhyme “The World is Not a Pleasant Place to be; To You”, p. 201-203</p> <ul style="list-style-type: none"> Speaker Making inference <p>“Ode to an Artichoke”, p. 375</p> <ul style="list-style-type: none"> Metaphor Extended Metaphor Analogy <p>“The Highway Man”, p. 564</p> <ul style="list-style-type: none"> Simile and metaphor Writer’s style Word Choice <p><i>The Giver</i> or other core novel</p> <p>Strategic/ELD Support</p> <p><i>Interactive Reader</i></p> <p>“The Pasture”, p. 150 “A Time to Talk”, p. 150</p> <p>Bridges</p> <p>“I Never Said I was Difficult”, p. 280</p> <ul style="list-style-type: none"> Speaker <p>“City”, p. 56</p> <ul style="list-style-type: none"> Figurative language <p>Assessment Resources</p> <p>In addition to teacher-made assessments, these resources may be helpful:</p> <p><i>Unit Resource Book Two</i> p. 4-5 (“Pasture”) p. 6-7 (“The World...”)</p> <p><i>Unit Resource Book Three</i> p. 18-19 (“Artichoke”)</p> <p><i>Unit Resource Book Four</i> p. 27-29 (“Highwayman”)</p> <p>CST released items See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p>Writing</p> <p><i>Language of Literature 7</i></p> <p>Response to Literature, p. 75</p> <p><i>Unit Resource Book One</i> Response to Literature, p. 38</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p>Spelling</p> <p><i>Spelling and Vocabulary Book</i></p> <ul style="list-style-type: none"> Prefix ad- Hard/soft c/g, Silent letters, p. 101 Final -y, p.105 VAC words, p. 121 ize, ise p. 141 ous, us p. 141 <p>Grammar, Mechanics and Usage</p> <p><i>Grammar, Usage Mechanics</i></p> <p><i>Blackline Masters Book</i></p> <ul style="list-style-type: none"> Infinitives, p.142 Participles p.139 Modifiers Hyphens, dashes, parentheses, p205 Sentence types and sentence structure Compound, p. 13 Complex, p. 154 Compound-complex, p. 194 Interjections, p. 133 <p><i>Language Network</i></p> <p>Infinitives, p.174-176 Participles p. 176-179 Modifiers Hyphens, dashes, parentheses (264-265) Sentence types and sentence structure Compound Complex Compound-complex Interjections, p. 161, 166, 167</p>

2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7
UNIT 4: NOVEL/ UNIT OF TEACHER CHOICE

Unit Description: This unit allows for teacher choice of a second novel and/or a teacher-developed unit.

CONTENT STANDARDS , TEACHNG POINTS, REQUIRED ASSESSMENTS

Boldface = content standard unbold = student outcomes # = multiple items on CST

1.0 Word Analysis/Vocabulary

Students will...

Review appropriate skills as necessary

2.0 Reading Comprehension

Students will...

Review appropriate skills as necessary

3.0 Literary Analysis –Novel

Students will...

3.0 Literary Response and Analysis

#3.1 Articulate the expressed purpose and characteristic of different forms of prose. *Students will...*Read various genres of prose, identify/recognize and explain the characteristics of each.

#3.2 Identify events that advance the plot and determine how each event explains past or present actions(s) or foreshadows future action(s).

*Students will...*Identify and explain elements of plot development, analyze events to determine how they explain a past action, present action or foreshadow a future action, and determine how selected events advance the plot.

#3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

*Students will...*Identify characters in a text. Analyze and explore how the author developed the character (i.e. character's words, thoughts, actions, speech patterns, character's appearance, what other characters say, or think about the character, what the narrator says about the character.)

#3.4 Identify and analyze recurring themes across works. *Students will...*Read texts to identify theme; discuss common themes in literature; compare themes across works.

3.0 Literary Response and Analysis Continued

#3.5 Contrast points of view. (e.g. first and third, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall them of the work. *Students will...*Read texts to determine the point(s) of view, compare the points of view and explain how the point of view affects the theme of the work.

2.0 Writing Strategies/2.0 Writing Applications

Students will...

Review appropriate skills as necessary

Written and Oral Conventions

Students will...

2.0 Listening/2.0 Speaking

Students will...

Review appropriate skills as necessary

Spelling Concepts

Students will correctly spell...

- VAC words
- Compound words
- Contractions

Grammar and Mechanics

Students will correctly use...

Review appropriate skills as necessary.

Required Assessments

- Daily, weekly on-going checks for understanding (e.g. exit slips, learning logs, quizzes, other vocabulary, literary , grammar, spelling, or mechanics tasks)
- **Writing folder : Persuasive**
- **STAR Testing: Trad: Apr. 26 – May 21; Mod. Trad: May 3 – 28; Trk B: June 2 – 30**
- **EOC trad: May 24 – June 11; Mod. Trad: June 1 – 24; Trk B: July 1 - 23**

Data Collection Deadlines

(see principal for exact date to turn in data)

May 5 – 11: Response to Literature (rhetoric and conventions) AND Cluster 3: Poetry/ Cluster 9: History Through Literature (rdg. comp/lit. analysis)

**2009-2010 RECOMMENDED PACING LANGUAGE OF LITERATURE GRADE 7
UNIT 4: NOVEL/UNIT OF TEACHER CHOICE**

VOCABULARY OF THE DISCIPLINE AND TEACHING RESOURCES

(Note: The resources listed are suggestions. Teachers may choose other resources as needed to achieve the goals of the unit.)

NOVEL/UNIT OF
TEACHER CHOICE
Trad: April 19- June 17
Mod.Trad: May 3-June 24
TrkB: June 1 –July 23

KEY VOCABULARY	WORD ANALYSIS RESOURCES	LITERARY ANALYSIS RESOURCES	WRITING AND CONVENTIONS RESOURCES
<p><u>Word Analysis</u></p> <p>Review appropriate skills as necessary.</p> <p><u>Literary Analysis for Novel</u> Autobiography Character Character motivation Character traits Climax Conflict Exposition External conflict Falling action Fiction Foreshadow Historical fiction Internal conflict Limited point of view Literary devices Major characters Minor characters Narrative Narrator Novel Novella Objective point of view Omniscient point of view Plot Plot line Point of View Prose Realistic fiction Resolution Rising Action Science fiction Setting Short Story Speaker Subjective point of view</p> <p><u>Written Conventions</u></p> <p>Review appropriate skills as necessary.</p>	<p><u>Vocabulary</u> <i>Vocabulary and Spelling Book</i></p> <p>Based on teacher selected words as deemed appropriate.</p> <p><u>Words and Stems Commonly Used in Standardized tests</u></p> <p>Excerpt Expression Line (Poetry) Paragraph Passage Phrase Rough Draft Sentence Selection Stanza Statement Summary Text Version</p> <p>According to... Which detail...? Which source...? How does the writer achieve...? Which of the following...? The author probably believes... Based on... _____ implies... Best evidence Best completes Most likely/least likely Most effectively The author's argument... The author's attitude... _____ creates a tone/mood of...</p>	<p><u>Core Program</u> Teaching ideas may be found in the teacher notes in the <i>Language of Literature T.E., Interactive Reader T.E., and the Universal Access Resource Book</i></p> <p><i>Language of Literature 7</i> TBD by teacher</p> <p><u>Strategic/ELD Support</u> TBD by teacher</p> <p><u>Assessment Resources</u> In addition to teacher-made assessments, these resources may be helpful: CST released items</p> <p>See Standards Manager for unpacking standards and re-teaching ideas, pp. 191 – 249</p>	<p><u>Writing</u> <i>Language of Literature</i> TBD</p> <p><i>District Writing Guide</i></p> <p><i>CST released writing samples</i></p> <p><u>Spelling</u> <i>Spelling and Vocabulary Book</i></p> <p>VAC words, p. 121 Compound words and contractions, p. 99</p> <p><u>Grammar, Mechanics and Usage</u> Blackline Masters TBD by teacher</p> <p><i>Language Network</i> TBD by teacher</p> <p><i>Universal Access Resource Book</i> TBD by teacher</p>

Two Hour Strategic Class

Hour 1: READING PERIOD (Vocabulary, Reading Comprehension, Literary Analysis)

Reading Standards -- (1.0, 2.0, 3.0)

Time		DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
15 Minutes	Reading Warm Up Tasks: SSR, CORE LIT. NOVEL, CST released item tied to CLUSTER.	READING WARM-UP	READING WARM-UP	READING WARM-UP	READING WARM-UP	Writing task tied to reading task.
25 Minutes	READING DIRECT INSTRUCTION LESSON: Vocabulary, literary/foundation reading skill attached to cluster, or reading of identified selection.	MOTIVATING & BUILDING BACKGROUND VOCABULARY →				
		READING LESSON, SKILLS & TEXTS →		←	ASSESSMENT (Must Do) → RETEACHING as needed →	ENRICHMENT (May Do) →
10 Minutes	Reading Closure Tasks Check for understanding (Ticket), mini-quiz, oral sharing or read aloud-novel.	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS	READING CLOSURE TASKS

Hour 2: LANGUAGE ARTS PERIOD (Writing, Grammar & Spelling)

Writing Standards, (1.0 & 2.0) Written & Oral English Language Conventions 1.0

15 Minutes	Writing Warm Up Tasks: DOL, Spelling Skill, CST released item(s) tied to CLUSTER with revision or grammar.	WRITING WARM UP	WRITING WARM UP	WRITING WARM UP		Assessment task tied to writing task
25 Minutes	WRITING DIRECT INSTRUCTION LESSON: Grammar, writing (could be tied to a literary task or process writing.)	GRAMMAR →				ENRICHMENT (May Do) →
		WRITING →			ASSESSMENT → RETEACHING →	
10 Minutes	Writing Closure Tasks: Check for understanding, (exit ticket). mini-quiz, oral sharing, Writer's Workshop, publishing.	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS	WRITING CLOSURE TASKS

Enrichment/Considerations for Advanced Learners

The following ideas may be used to assist teachers in challenging students and in adding rigor to the core program.

Unit 1: Narrative	Unit 2: Nonfiction
<ul style="list-style-type: none"> • Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river) • Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman) • Study the text through different points of view (e.g., major and minor characters, omniscient observer) • Study author style • Socratic seminars • Extension menus • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Think like a writer • Tone, diction, author word choice • Denotation vs. connotation • Book clubs (self-selected reading groups) • Literature circles • Write additional pieces 	<ul style="list-style-type: none"> • Use and study the appeals of ethos, pathos, logos in writing • Argue both sides of an issue • Text structure analysis • Think like a researcher • Etymology of vocabulary words • Socratic seminars • Extension menus • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Word arrays (shades of meaning) • Sentence combining/sentence patterns • Do additional reading • Create functional documents • Evaluate functional documents for clarity of message
Unit 3: Novel/Poetry	Unit 4: Novel/Teacher Choice
<ul style="list-style-type: none"> • TP-CASTT analysis of poetry (title, paraphrase, connotation, speaker, shift in speaker/attitude, title revisit, theme) • Diction, tone, word choice, imagery • Think like a poet • Write in a given poet’s style • Extension menus • Examine archetypal settings and their relationship to theme (e.g., the wilderness, a garden, the river) • Examine archetypal characters and their relationship to theme (e.g., the mentor, the naïve young man or woman) • Study the text through different points of view (e.g., major and minor characters, omniscient observer) • Study author style • Socratic seminars • Apply Costa’s levels of questions to texts • Use depth and complexity icons • Use content imperatives • Tone, diction, author word choice • Denotation vs. connotation 	<ul style="list-style-type: none"> • Use depth and complexity icons • Use content imperatives • Extension menus • Novel study • Literature circles/book clubs

Active Participation

Possible methods to implement overt active participation (O ral, W ritten and/or G estures)	ACTIVE PARTICIPATION
STRATEGY NAME & DESCRIPTION	
ORAL	A-B Partner Teach: Teacher prompts students beforehand that they will be responsible periodically throughout the lesson to reteach a portion of the content to a partner. Designate partner pairs as A or B.
	Choral Response/Choral Work: All students respond orally either repeating teacher or answering questions in unison.
	Clock Appointments: Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	Expert Line-Up: Through conversation students decide who has the most expertise on a subject and line up accordingly. This allows for partners for the activity to be determined.
	Give and Take: Ss partner up. For each summary statement given to the partner, the partner gives one back.
	Group Alerting: After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual's answer with a thumbs-up or thumbs-down gesture.
	Mix-Freeze-Match: Students mingle (mix) until teacher says, "Freeze" and they partner with the closest person (match) for sharing.
	Numbered Heads: Ss number off in groups. All are responsible for answer but only one in each group is chosen from a spinner.
	Pass the Q & A: Teacher asks first student in each row a question. Students answer question orally, rephrasing the question in the answer. Student turns around and asks the same question to the next student. Ss continue the domino effect until they reach the back of the row.
	Roll the Dice: Students in groups of six are responsible for answer if their number comes up.
	Round Robin Review: At table groups, students review content student by student, clockwise or counter-clockwise rotation.
	Think-Pair-Share: All students receive individual time to formulate an answer, pair up with a partner to discuss and then share out to class.
	3-Step Interview: Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.

Active Participation

Possible methods to implement overt active participation (<u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	ACTIVE PARTICIPATION
	3-Word Summaries: At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.
	What's the Difference?: This strategy involves simply asking students to identify the differences between two or more items. (example: verbs and adverbs, evaporation and absorption, hills and valleys, poems and songs)
	What's the Same?: This strategy involves simply asking students to compare two or more items and describe how they are the same (example: clouds and mist, leaders and followers, eating good food and hiking tall mountains)
	Whip Around, Pass Option: Teacher whips around the room until getting an oral answer/comment from each student. Ss do have the option to pass the first time around.
WRITTEN	Attentive Lecture: In this strategy Ss are not allowed to take notes as the teacher is giving content information. Every 2-3 minutes, the teacher stops giving instruction and students are to write the crucial input given in the last few minutes in their notebooks.
	Clock Appointments: Ss make appointments w/ other Ss. As teacher calls that specific appointment time, Ss meet with their designated appointment and discuss a given question or summary statement.
	Post-It Voting: Students use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson)
	Reflection/Summary Writing: Ss use journals or note pages to independently reflect on the learning.
	Response Boards: Students use white boards or mini chalk boards to write ideas/answers.
	Snowball: Ss write a summary statement on a scratch piece of paper, all toss them across the room, pick up a different paper, read and write another summary statement. Process continues.
	Thinking Maps: Not only for pre-writing activities, these graphic organizers that can be used to activate prior knowledge and/or to summarize the learning.
	3-Step Interview: Student #1=interviewer, #2=be interviewed, #3=summarize the persons you interviewed.
	3-Word Summaries: At any point in the lesson, the teacher asks students to summarize their learning in exactly 3 words. This can be done orally or in written format.

Active Participation

Possible methods to implement overt active participation (<u>O</u> ral, <u>W</u> ritten and/or <u>G</u> estures)	ACTIVE PARTICIPATION
GESTURES	Color-coded Choices: Put colored sticker dots on Ss desks or nametags. Each color represents a possible answer to a question from the teacher. Student puts their finger on the answer they choose. (i.e. “If you think it is a fact, put your finger on red. On green, if you think it is an opinion.”)
	4 Corners: Teacher designates the 4 corners of the room to represent answers to a question. Students move to the corner they choose as their answer. Great for multiple-choice answers!
	Group Alerting: After presenting material, teacher asks a question. Without calling on an individual, the teacher pauses to let the entire group formulate answer. After pausing, the teacher calls on a particular student. When the student has finished answering, the teacher cues the whole class to respond to the individual’s answer with a thumbs-up or thumbs-down gesture.
	Hand Signals: A private gesture with the hands. Most effective to teacher (as a check for understanding) when Ss keep gestures close to their chest so other Ss can not see their answer. Examples include: Thumbs up/down, open/closed fist, one finger/two fingers, and arms crossed/uncrossed.
	Post-It Voting: Student s use sticky notes with their initials to vote or comment and put up in designated area of white board. (i.e. used to rubric an anchor paper, categorizing information, graphing class information for lesson).
	Simulated DOL: During Daily Oral Languge activities, students use a different gesture to represent each punctuation or editing change.
	Stand Up/Sit Down: Standing or sitting represent the 2 answer choices. Ss stand or sit depending on what they feel is the correct answer.