# 7th Grade M/J Course Credit Recovery

## Daily Instructional Routine
- Opening
- Whole Group Instruction
  - Literary Analysis
  - Reading Strategy
  - Vocabulary in Context
- Guided Instruction
- Independent Practice
- Differentiated Instruction (Small Group Instruction)
- Reading-Writing Connection

## Pacing Guide

<table>
<thead>
<tr>
<th>PACING</th>
<th>DATE(S)</th>
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<tbody>
<tr>
<td>Traditional</td>
<td></td>
</tr>
<tr>
<td>Start</td>
<td>Monday 07/08/13</td>
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<tr>
<td>End</td>
<td>Friday 08/02/13</td>
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</tbody>
</table>

20 Instructional Days

**JULY 8, 2013 – AUGUST 2, 2013**

### WEEK 1
- July 8 – July 12
  - **Memoir**
  - *Dirk the Protector*
    - by Gary Paulsen
  - Literary Analysis: P.O.V. in a Memoir
  - Reading Strategy: Cause and Effect
  - Assessments: Selection Test, Culminating Writing

### WEEK 2
- July 15 – July 20
  - **Informational Non-Fiction**
  - *Pro Athletes’ Salaries Aren't Overly Exorbitant*
    - by Mark Singletary
  - *Do Professional Athletes Get Paid Too Much?*
    - by Justin Hjelm
  - Literary Analysis: Argument
  - Reading Strategy: Evaluate Reasoning
  - Assessments: Selection Test, Culminating Writing

### WEEK 3
- July 22 – July 26
  - **Short Story**
  - *The War of the Wall*
    - by Cade Bambara
  - Literary Analysis: Theme
  - Reading Strategy: Monitor
  - Assessments: Selection Test, Culminating Writing

### WEEK 4
- July 29 – August 2
  - **Poetry**
  - *The Delight Song of Tsoai-Talee*
    - by N. Scott Momaday
  - *Four Skinny Tree*
    - by Sandra Cisneros
  - Literary Analysis: Mood & Figurative Language
  - Reading Strategy: Set a purpose for reading
  - Assessments: Selection Test, Culminating Writing

Office of Academics and Transformation – Department of Language Arts and Reading
**WEEK 4**

**The Delight Song of Tsoai-Talee** by N. Scott Momaday

**Four Skinny Tree** by Sandra Cisneros  
pgs. 600-607

**July 29, 2013 – August 2, 2013**

**LESSON OBJECTIVES**

Students will . . .

- explore the key idea of comparison
- identify mood
- identify and interpret figurative language (metaphor, personification)
- read poetry and prose
- set a purpose for reading
- write a compare-contrast paper
- use writing to analyze literature

**BENCHMARKS**

LA.7.1.7.7 Compare and Contrast elements in multiple text.

LA.7.2.1.3 Locate various literary devices (eg., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry.

LA.7.4.2.3 The student will write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs

<table>
<thead>
<tr>
<th>Opening</th>
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<tbody>
<tr>
<td>Author Online (TE/SE 601) &amp; Background (TE 603)</td>
<td>Review Literary Analysis: Mood and Figurative Language</td>
<td>Review-Reading Strategy: Set A Purpose For Reading</td>
<td>Review-Repetition (TE/SE 602)</td>
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<tr>
<td>Whole Group Instruction</td>
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<tr>
<td>Teach-Literary Analysis: Mood and Figurative Language (TE/SE 601)</td>
<td>Teach-Reading Strategy: Set A Purpose For Reading (TE/SE 601); Introduce On-line Resources pg.155</td>
<td>Review-Mood and Figurative Language/ Teach-Repetition; Standard Focus (TE/SE 601)</td>
<td>Teach-Grammar and Writing: Compare and Contrast/Use Writing to Analyze Literature (TE/SE 601)</td>
</tr>
<tr>
<td>First-Reading-Students Independently Read (SE-602 &amp; 604); Guided Practice</td>
<td>Guided Reading(TE/SE-602 &amp; 604)Complete On-line Resource pg.155</td>
<td>Audio-Read(TE/SE-602 &amp; 604) (On-line Resource pg. 150)</td>
<td>Paired Read for Idioms (SE 602 &amp; 604); Additional Selection Questions(On-line Resource pg. 151)</td>
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<tr>
<td>Clarify Text - Discussion</td>
<td>Literary Analysis questions (SE 606- #’s 4&amp;5)</td>
<td>Literary Analysis questions (SE 606- #’s 6&amp;7)</td>
<td>Writing Assessment (Resource Manager pg. 152)</td>
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<tr>
<td>Independent Comprehension Check (SE 606- #’s 1,2&amp;3)</td>
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**Independent Practice**

- Home Learning – Independent Reading
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- Home Learning – Independent Reading

**Opening**

- Review- Grammar and Writing: Compare and Contrast/Use Writing to Analyze Literature (TE/SE 601)

**Independent Practice**

- Reread-Student Independently Read (SE 602 & 604)
- Writing-Teacher / Peer Conferencing

**Independent Practice**

- Culminating Writing Assessment: (Revise Writing Prompt using Grammar Skills previously taught)
- Selection Assessment

**Home Learning – Independent Reading**

Office of Academics and Transformation – Department of Language Arts and Reading
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<tr>
<th>WEEK 4</th>
<th><strong>The Delight Song of Tsoai-Talee</strong> by N. Scott Momaday</th>
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<td><strong>Four Skinny Tree</strong> by Sandra Cisneros pgs. 600-607</td>
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### DIFFERENTIATED INSTRUCTION

<table>
<thead>
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<th><strong>Less-Proficient Readers</strong></th>
<th><strong>Advanced Learners/Pre-AP</strong></th>
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<td>- Additional Selection Questions and Question Support (<em>Resource Manager</em>, page 151 and page 157) allow you to provide customized practice with comprehension and literary analysis skills.</td>
<td>- <strong>Activity 1: Synthesize</strong> Have students write journal entries in which they do one of the following: describe their reaction to the poem; use a line or image as a starting point for reflection; identify connections between themselves and the text or between this poem and another work they have read; explore the poem's theme. Invite students to share some of their entries in small groups.</td>
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**Reading Strategy**

**SET A PURPOSE FOR READING**

If you **set a purpose** when you read, you will get more from your reading. Your purpose might be to learn specific information. Or, your purpose for reading might be just to have fun. In this lesson, your purpose for reading is to compare the moods of two pieces. Analyzing the figurative language can help you accomplish this purpose.

**Directions:** After you have read both poems, reread the selections again. Record examples of figurative language for each poem. Then write a word that describes the mood of each poem. An example has been done for you.

<table>
<thead>
<tr>
<th>Figurative Language in “The Delight Song of Tsoai-Talee” (metaphors)</th>
<th>Figurative Language in “Four Skinny Trees” (personification)</th>
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<tbody>
<tr>
<td>“I am a feather on the bright sky”</td>
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<td><strong>Mood:</strong></td>
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LITERARY ANALYSIS
For questions 1–3, see page 606 of the Pupil Edition.

Directions: Answer each question.

4. Analyze Figurative Language  Reread lines 1–10. In “The Delight Song of Tsoai-Talee,” the poet uses metaphors to compare himself to several things. Identify three of the metaphors. Then complete the following sentences.

   The first metaphor is _____________________________
   It creates a feeling of ____________________________
   The second metaphor is _____________________________
   It creates a feeling of ____________________________
   The third metaphor is _____________________________
   It creates a feeling of ____________________________

5. Interpret Meaning  N. Scott Momaday’s Native American name is “Tsoai-Talee,” which means “Rock Tree Boy.” It refers to a landform that is sacred to his people. The poet refers to Tsen-tainte, a brave Kiowa chief from the 1800s. The poet says that he is related to this chief’s daughter. Circle the sentence that describes what he means by the lines 23–24.

   a. He is really dead.   b. The chief is long dead   c. His heritage is alive.

6. Make Inferences  Complete the following sentence with details from “Four Skinny Trees.” Details that describe both the trees and the narrator are ____________________________

7. Analyze Mood and Personification  is a comparison that gives human qualities to an object, animal, or idea. The poet uses personification in “Four Skinny Trees” to create a certain mood. Complete the following sentences.

   Three examples of personification are ____________________________
   ____________________________
   ____________________________

   The mood of “Four Skinny Trees” is ____________________________
   ____________________________
   ____________________________
Writing for Assessment

Writing assessments are standardized tests that ask you to respond in specific ways. For example, you might be required to compare and contrast two literary works. You must answer the specific prompt and follow the guidelines. Since writing assessments are timed tests, it is important to plan your writing carefully. This helps you stay on track and include all relevant information.

Directions: Both the poem “The Delight Song of Tsoai-Talee,” and the vignette “Four Skinny Trees” convey mood through figurative language. However, the mood of each piece is quite different. Compare the two moods and the figurative language that helps create each mood. You may use the following outline or create your own on the back of this page.

I. Introduction

II. The mood of the poem and the language that communicates the mood

III. The mood of the vignette and the language that communicates the mood

IV. Conclusion
THE DELIGHT SONG OF TSOAI-TALEE / FOUR SKINNY TREES

Selection Test B/C

Comprehension

Read each of the following questions. Then choose the letter of the best answer.
(6 points each)

1. Mood is defined as
   A. a reader’s purpose for reading a selection
   B. the message a writer wishes to convey about life
   C. the feeling the writer creates for the reader
   D. a comparison between two unlike things

2. Which phrase from the poem best expresses the mood of “The Delight Song of Tsoai-Talee”?
   A. “the shadow that follows a child”
   B. “I am the cold of the dawn”
   C. “You see, I am alive, I am alive”
   D. “the daughter of Tsen-tainte”

3. Figurative language is defined as
   A. speech that clarifies ideas that would otherwise be confusing
   B. communication designed to convey events in sequence
   C. dialogue that shows the speaker’s exact words
   D. language used in imaginative ways to express ideas that are not literally true

4. Which of the following is a metaphor from “The Delight Song of Tsoai-Talee”?
   A. “I am a feather on the bright sky”
   B. “You see, I am alive, I am alive”
   C. “I stand in good relation to the earth”
   D. “I stand in good relation to all that is beautiful”

5. In “The Delight Song of Tsoai-Talee” the speaker says: “I am the blue horse that runs in the plain” in order to express
   A. an exotic life
   B. a free spirit
   C. a beautiful animal
   D. an imaginary creature

6. Why does the poet compare the speaker to “the roaring of the rain” in line 10 of “The Delight Song of Tsoai-Talee”?
   A. to recommend that people spend more time in nature
   B. to suggest that that the speaker is loud and overpowering
   C. to show that the speaker lives in an area that needs rain
   D. to make the speaker seem very powerful and life-affirming.

7. Which of the following phrases from “Four Skinny Trees” is an example of personification?
   A. “I am the only one who understands them”
   B. “Nenny just sleeps and doesn’t appreciate these things”
   C. “and grab the earth between their hairy toes.”
   D. “When there is nothing left to look at on this street”
8. Which effect does Cisneros create in “Four Skinny Trees” by saying the trees droop, “each with their arms around the other”?
A. The trees are dying, suggesting the speaker is weak.
B. The trees need water, suggesting the speaker is thirsty.
C. The trees are overcome with fumes, suggesting the city is bad for people.
D. The trees are affectionate, suggesting the speaker needs love.

9. One good reason for reading “The Delight Song of Tsoai-Talee” and “Four Skinny Trees” together is to
A. be amused by similar selections
B. compare two different moods
C. learn specific facts about nature
D. become persuaded about a topic.

10. What do “The Delight Song of Tsoai-Talee” and “Four Skinny Trees” have in common?
A. Both selections convey the same message about life.
B. Each implies that nature is preferable to people.
C. Both the poem and the vignette describe aspects of nature.
D. The two selections share the same feeling and use the same form.

Written Response

Short Response  Answer the following questions based on your knowledge of the poem and the vignette. Write a sentence or two on a separate sheet of paper. (10 points each)

11. In “The Delight Song of Tsoai-Talee,” the speaker says, “I am the glitter on the crust of the snow.” Explain the comparison and describe the effect that the speaker achieves with it.

12. Explain how almost all the comparisons in “The Delight Song of Tsoai-Talee” are related. Give three examples from the poem to support your answer.

Extended Response  Answer one of the following questions based on your knowledge of the poem and the vignette. Write one or two paragraphs on a separate sheet of paper. (20 points)

13. Explain how the moods of these two selections contrast. Give one example from each selection to support your answer.

14. Challenge  What advice do you think the speaker of “The Delight Song of Tsoai-Talee” would give to the narrator of “Four Skinny Trees”? Use examples from the selections to support your answer.
THE DELIGHT SONG OF TSOAI-TALEE / FOUR SKINNY TREES

Selection Test B/C

Comprehension
Read each of the following questions. Then choose the letter of the best answer.

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