



7TH GRADE **ELA**

Student Materials

Unit 1

Longing to Belong: Poems, Essays, and Short Stories





Daily Lesson Materials

Name: _____ Date: _____

Anticipation Guide

Directions: For each of the following statements, mark an X beside *Agree* or *Disagree*. After deciding your position, explain your reasons for your decision in one to two complete sentences for each. Repeat this process at the end of the unit to see how your thinking has changed.

Statement 1: An individual's sense of belonging can be impacted by society's acceptance of aspects of one's identity, such as gender, race, and sexuality.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		
Statement 2: Individuals should feel comfortable expressing who they are and should be accepted for who they are, regardless of others' perceptions of them.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 3: Understanding and appreciating diversity strengthens our ability to build a sense of belonging within and across communities.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 4: An individual's sense of belonging is stagnant and does not change over time or in different settings.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 5: An individual's identity is based on their gender, race, and sexuality.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 6: Since belonging is universal, everyone experiences it in the same way.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 7: Belonging is about finding people who accept and understand you for who you are.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 8: Individuals shouldn't make assumptions about someone or how they identify.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 9: Being true to who you are can sometimes make you feel like you don't belong.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: We all experience belonging. We all experience exclusion. It's part of being human.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Article: "[Belonging and Beyond: How Social Connections Shape Our World](#)" by Caitlyn Meagher

Objective: Identify the author's central ideas about the science of **belonging**.

1. How does the diagram of Maslow's Hierarchy of Needs help the reader understand **belonging**? How does this diagram help to develop the central idea?

2. According to the section "Belonging as a Fundamental Need," why do Leary and Baumeister argue that the need to **belong** is fundamental rather than secondary?

3. Interpret the graphs in the section "The Current State of Belonging in America." Why does the author include these graphs? How do the graphs develop the central ideas of the article?

Name: _____ Date: _____

Anticipation Guide

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Response:			Response:		
Statement 2: Individuals should feel comfortable expressing who they are and should be accepted for who they are, regardless of others' perceptions of them.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
Response:			Response:		

Statement 3: Understanding and appreciating diversity strengthens our ability to build a sense of belonging within and across communities.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 4: An individual's sense of belonging is stagnant and does not change over time or in different settings.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 5: An individual's identity is based on their gender, race, and sexuality.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 6: Since belonging is universal, everyone experiences it in the same way.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 7: Belonging is about finding people who accept and understand you for who you are.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
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Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 9: Being true to who you are can sometimes make you feel like you don't belong.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		
Statement 10: We all experience belonging. We all experience exclusion. It's part of being human.					
Before reading . . .	Agree	Disagree	After reading . . .	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Name: _____

Date: _____

Today's Materials:

- Article: [“Belonging and Beyond: How Social Connections Shape Our World”](#) by Caitlyn Meagher

Objective: Identify the author's central ideas about the science of **belonging**.

Discussion & Writing Prompt

How does the author explain the science of **belonging**? Explain the author's central ideas.

Name: _____

Date: _____

What is the meaning of the title of this story?

How does the boy feel about the first day of school?

What does the boy do to prepare for the first day of school?

What is important to the boy?

Describe the boy. Use evidence from the text to support your answer.

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[First-Day Fly](#)" by Jason Reynolds

Objective: Explain how the author's word choice and point of view convey the narrator's perspective.

1. What is the point of view in this short story? Why does Reynolds choose to write from this point of view?

2. How does Reynolds vary sentence structure to convey the narrator's perspective?

3. How does Reynolds use figurative language and colloquial language to convey the boy's thoughts and feelings?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[First-Day Fly](#)" by Jason Reynolds

Objective: Explain how the author's word choice and point of view convey the narrator's perspective.

Discussion & Writing Prompt

How does Reynolds use colloquial language and point of view to convey the narrator's perspective?

Name: _____

Date: _____

What is the setting of the story?

What does the narrator want more than anything?

How does the narrator feel about Sean Owens? Support your answer with evidence from the text.

Does the narrator accomplish his goal? Why or why not?

Name: _____

Date: _____

Today's Materials:

- Short Story: "[Popularity](#)" by Adam Bagdasarian

Objective: Analyze how the author uses figurative language to reveal the narrator's perspective and motivation.

1. What does the reader learn about the narrator in the first two paragraphs of the story? How are the narrator's experiences **universal**?

2. How does Adam Bagdasarian use figurative language to develop the narrator's perspective in paragraph 20?

3. How does Adam Bagdasarian use an extended metaphor to reveal the narrator's motivations?

Name: _____

Date: _____

Today's Materials:

- Short Story: "[Popularity](#)" by Adam Bagdasarian

Objective: Analyze how the author uses figurative language to reveal the narrator's perspective and motivation.

Discussion & Writing Prompt

How does the author use figurative language to reveal the narrator's perspective and motivations? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Who is Diane Wu, and who is Gwyn?

Describe Gwyn. Provide examples to support your answer.

What does Gwyn want to learn how to do?

Describe what happens when Gwyn goes to the skate park.

Name: _____

Date: _____

Today's Materials:

- Podcast: [“This American Life 803: Greetings, People of Earth | Act Four, Jorts and All”](#) by Diane Wu – (46:47–59:40)

Objective: Analyze how the delivery of the lines adds to the meaning of the podcast.

1. How does the delivery of Gwyn's lines from 46:47 to 48:07 reveal her perspective?

2. How does the interviewer bring Gwyn's experiences to life for the listener? (52:53–54:19)

3. How does the extended metaphor reveal Gwyn's desire to **belong**? (58:50–59:20)

Name: _____

Date: _____

Today's Materials:

- Podcast: [“This American Life 803: Greetings, People of Earth | Act Four, Jorts and All”](#) by Diane Wu – (46:47–59:40)

Objective: Analyze how the delivery of the lines adds to the meaning of the podcast.

Discussion & Writing Prompt

How does the delivery of Gwyn's lines in the podcast reveal her perspective and motivation?

Name: _____

Date: _____

What challenges did people with disabilities experience before the ADA was passed in 1990?

What is the ADA?

How did people with disabilities advocate for the passing of the ADA?

How has the ADA changed the lives of people with disabilities?

What challenges do people with disabilities still face in America today?

Name: _____ Date: _____

Claim Practice Page

Prompt: How is the need to belong universal? Provide examples to support your answer.

Evaluate the claims below to decide which are strong and which need improvement based on the three questions below:

- Does it answer the question being asked?
- Does it fully respond to the prompt?
- Is my claim well-supported?

Claim Statement	Strong or Needs Improvement?	How would you improve it?
The need to belong is universal.		
All human beings want to belong because human brains are wired to seek connection and all humans throughout history and all humans around the world want to belong.		
The need to belong is universal because research has found that human brains are wired to seek connection and all humans throughout history and around the world want to belong.		
All human beings feel the need to belong because the protagonists in "Popularity" and "First Day Fly" desperately want to be accepted by their peers.		

Which claim is the strongest and why?

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____

Date: _____

What challenges did people with disabilities experience before the ADA was passed in 1990?

What is the ADA?

How did people with disabilities advocate for the passing of the ADA?

How has the ADA changed the lives of people with disabilities?

What challenges do people with disabilities still face in America today?

Name: _____

Date: _____

Today's Materials:

- Article: ["The Fight for Disability Rights"](#) by Joe Bubar

Objective: Analyze the ways the author supports their central ideas about the Americans with Disabilities Act.

1. Why does Bubar introduce the article with an anecdote about Judy Heumann? How does this anecdote contribute to the central idea of the article?

2. What is the ADA, and why is it "considered one of the most important civil rights laws in U.S. history" (p. 12)?

3. Why does the author include the enlarged quotation text feature: "I don't want people to feel that they are lesser because they have a disability. Ultimately, their disability gives them strength" (p. 14)? How does this evidence contribute to the central ideas of the article?

Name: _____

Date: _____

Today's Materials:

- Article: [“The Fight for Disability Rights”](#) by Joe Bubar

Objective: Analyze the ways the author supports their central ideas about the Americans with Disabilities Act.

Discussion & Writing Prompt

Summarize the events that led to the passage of the Americans with Disabilities Act of 1990 and how it has promoted equity for people with disabilities. Provide examples to support your answer.

Name: _____

Date: _____

Describe Nikic's experience growing up.

What made Nikic feel included and part of a community?

How did this experience of **belonging** impact Nikic's goals?

What does Nikic accomplish? How does he feel about this accomplishment?

Name: _____

Date: _____

Today's Materials:

- Article: ["The Remarkable Journey of an Ironman"](#) by Kurt Streeter
- Article: ["The Fight for Disability Rights"](#) by Joe Bubar

Objective: Summarize the challenges that Nikic faces and overcomes in the article.

1. How does Streeter begin the article "Remarkable Journey of an Ironman"? Is this effective in drawing the reader into Nikic's journey? Why or why not?

2. Why does the author include the sidebar "Understanding Down Syndrome"?

3. Summarize how the ADA has impacted Nikic's life and the opportunities he has. Provide examples to support your answer. ("Remarkable Journey of an Ironman" and "The Fight for Disability Rights")

Name: _____

Date: _____

Today's Materials:

- Article: [“The Remarkable Journey of an Ironman”](#) by Kurt Streeeter
- Article: [“The Fight for Disability Rights”](#) by Joe Bubar

Objective: Summarize the challenges that Nikic faces and overcomes in the article.

Discussion & Writing Prompt

Summarize the challenges Nikic has faced and how he has overcome them.

Name: _____

Date: _____

The speaker is the person speaking in the poem. Who is the speaker in this poem?

Describe the speaker.

What is the speaker thinking about?

What figurative language does Lorde include in the poem? Analyze an example of figurative language.

Name: _____

Date: _____

Today's Materials:

- Poem: "[Hanging Fire](#)" by Audre Lorde

Objective: Analyze how word choice and structure contribute to the speaker's perspective in the poem.

1. How does the double meaning of the title contribute to the speaker's perspective?

2. What is the significance of repetition in the poem?

3. Analyze how Lorde uses punctuation in the poem. How does punctuation contribute to the speaker's perspective?

Name: _____

Date: _____

Today's Materials:

- Poem: "[Hanging Fire](#)" by Audre Lorde

Objective: Analyze how word choice and structure contribute to the speaker's perspective in the poem.

Discussion & Writing Prompt

How do word choice and structure contribute to the speaker's perspective in "Hanging Fire"?

Name: _____

Date: _____

Today's Materials:

- Website: [Northern Plains History and Cultures: How do Native People and Nations Experience Belonging?](#) by the Smithsonian National Museum of the American Indian

Objective: Synthesize information from various multimedia sources to determine central ideas about **belonging** for Native peoples of the Northern Plains.

1. How do the Crow people feel a sense of **belonging** to their land, their communities, and their nation?

2. How do the Northern Cheyenne people feel a sense of **belonging** to their land, their communities, and their nation?

3. How do the Oceti Sakowin people feel a sense of **belonging** to their land, their communities, and their nation?

4. How do the Mandan, Hidatsa, and Arikara people (Three Affiliated Tribes) feel a sense of **belonging** to their land, their communities, and their nation?

Name: _____ Date: _____

Native People Graphic Organizer

Prompt: According to these sources, how do Native People belong to their land, their communities, and their nation?

Video: Belonging		
Land	Communities	Nation

Multimedia: Crow Nation		
Land	Communities	Nation

Multimedia: Northern Cheyenne Nation		
Land	Communities	Nation
Multimedia: Oceti Sakowin Nation		
Land	Communities	Nation

Multimedia: Mandan, Hidatsa, and Arikara Nation (Three Affiliated Tribes)		
Land	Communities	Nation

Name: _____

Date: _____

Today's Materials:

- Website: [Northern Plains History and Cultures: How do Native People and Nations Experience Belonging?](#) by the Smithsonian National Museum of the American Indian

Objective: Synthesize information from various multimedia sources to determine central ideas about **belonging** for Native peoples of the Northern Plains.

Discussion & Writing Prompt

According to the sources, how does each group of Native people of the Northern Plains **belong** to their land, their communities, and their nation?

To complete the Target Task, complete the [Native People Graphic Organizer \(G7, U1, L9\)](#) for each nation.

Name: _____

Date: _____

What lines does the poet repeat throughout the poem?

What imagery does the poet include? (Think of all five senses.)

Why does the poet write in two different languages?

What is the meaning of the poem?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Where You From?](#)" by Gina Valdés

Objective: Explain how the poet's structure and word choice develop meaning in the poem.

1. Why is the poet's use of both Spanish and English impactful to the overall meaning of the poem?
Cite evidence from the text to support your answer.

2. How does repetition contribute to the meaning in the poem?

3. How does the poet structure the poem? Why does Gina Valdés structure it this way?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Where You From?](#)" by Gina Valdés

Objective: Explain how the poet's structure and word choice develop meaning in the poem.

Discussion & Writing Prompt

How do word choice and structure contribute to the meaning of the poem?

Name: _____

Date: _____

What was Carmen Perez passionate about as she was growing up?

Describe Perez's relationship with her family.

Describe where Perez grew up.

What values did Perez learn through playing basketball? How were these beneficial as Perez grew up?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Carmen Perez](#)" by Carmen Perez

Objective: Explain how Carmen Perez's experiences in her community impacted her life.

1. How does Carmen describe her community and her family?

2. Describe the role that Pat Bell plays in Carmen's life.

3. How does Carmen Perez develop the idea that she finds strength in her community on page 74?

Version 1

We weren't a bunch of separate ethnic groups that correspond to boxes you check on an admissions form. We weren't Mexican, Korean, Pacific Islander, or African-American. We were intersectional.

Version 2

We weren't just a bunch of separate ethnic groups that correspond to boxes you check on an admissions form. We weren't just Mexican, Korean, Pacific Islander, or African-American. We were intersectional.

Version 3

We weren't just a bunch of separate ethnic groups that correspond to boxes you check on an admissions form. We weren't just Mexican, Korean, Pacific Islander, or African-American. We were intersectional. We knew we were supposed to be labeled and divided, but we tried to resist it.

Original

"We weren't just a bunch of separate ethnic groups that correspond to boxes you check on an admissions form. We weren't just Mexican, Korean, Pacific Islander, or African-American. We were intersectional. We were the kids who didn't know we were supposed to be labeled and divided, who instead *collided*—and generated our own power." (74)

Version 1

We weren't a bunch of separate ethnic groups that correspond to boxes you check on an admissions form. We weren't Mexican, Korean, Pacific Islander, or African-American. We were intersectional.

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Original

"We weren't just a bunch of separate ethnic groups that correspond to boxes you check on an admissions form. We weren't just Mexican, Korean, Pacific Islander, or African-American. We were intersectional. We were the kids who didn't know we were supposed to be labeled and divided, who instead *collided*—and generated our own power." (74)

From AMERICAN LIKE ME, Reflections on Life Between Cultures by America Ferrera. Copyright © 2018 by America Ferrera. Reprinted with the permission of Gallery Books, an imprint of Simon & Schuster LLC. All rights reserved.

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Carmen Perez](#)" by Carmen Perez

Objective: Explain how Carmen Perez's experiences in her community impacted her life.

Discussion & Writing Prompt

Explain how Carmen Perez's experiences in her community shaped her life.

Name: _____

Date: _____

Who is the speaker of this poem?

Describe the speaker using evidence from the text.

What does the speaker mean when they refer to "Tomorrow" (line 8)?

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____

Name: _____ Date: _____

Single Paragraph Outline

Topic Sentence: _____

● Detail 1: _____

● Detail 2: _____

● Detail 3: _____

● Detail 4: _____

Concluding Sentence: _____



Name: _____

Date: _____

Who is the speaker of this poem?

Describe the speaker using evidence from the text.

What does the speaker mean when they refer to "Tomorrow" (line 8)?

Name: _____

Date: _____

Today's Materials:

- Poem: "[I, Too](#)" by Langston Hughes

Objective: Analyze how the poet uses repetition and word choice to convey the tone of a poem.

1. What is the significance of "but" (line 5) in the second stanza? How does it contribute to the tone of the poem?

2. How does Langston Hughes use enjambment and end-stops to develop the tone of the poem?

3. What is the significance of the word "too" (lines 1, 18) repeated in the first and last stanzas of the poem?

Version 1

I am the darker brother.
They send me to eat in the kitchen
When company comes,
And I wallow,
And dread,
And lose hope.

Version 2

I am the darker brother.
They send me to eat in the kitchen
When company comes,
And I laugh,
And eat well,
And grow strong.

Original

"I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong." (lines 2–7)

Version 1

I am the darker brother.
They send me to eat in
the kitchen
When company comes,
And I wallow,
And dread,
And lose hope.

Version 2

I am the darker brother.
They send me to eat in
the kitchen
When company comes,
And I laugh,
And eat well,
And grow strong.

Original

"I am the darker brother.
They send me to eat in
the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong."
(lines 2–7)

Hughes, L. (1926). I, too. Modified by Fishtank Learning, Inc. The poem "I, Too" by Hughes (1926) is in the public domain.

Name: _____

Date: _____

Today's Materials:

- Poem: "[I, Too](#)" by Langston Hughes

Objective: Analyze how the poet uses repetition and word choice to convey the tone of a poem.

Discussion & Writing Prompt

How does Hughes use repetition and word choice to convey the tone of the poem? Cite evidence from the text to support your answer.

Name: _____

Date: _____

Describe Jason Kim's early days at school in St. Louis.

What was Jason Kim's goal in elementary school, high school, and college?

What was the turning point when Jason Kim embraced his identity as an Asian American?

What is Jason Kim's hope for the future?

Name: _____

Date: _____

Today's Materials:

- Essay: ["Hello, My Name is _____: How I Learned to Stop Whitewashing Myself"](#) by Jason Kim
- Poem: ["Teenagers"](#) by Pat Mora

Objective: Compare the theme presented in an informational essay and a poem.

1. Why does Jun Hyuk pick a new name? What does this represent? ("Hello, My Name is _____: How I Learned to Stop Whitewashing Myself")

2. How does the relationship between caregivers and children develop a central idea in both texts? ("Hello, My Name is _____: How I Learned to Stop Whitewashing Myself" and "Teenagers")

3. How do both texts convey a change in one's identity by the end of the essay and the poem? ("Hello, My Name is _____: How I Learned to Stop Whitewashing Myself" and "Teenagers")

Name: _____

Date: _____

Today's Materials:

- Essay: ["Hello, My Name is _____ : How I Learned to Stop Whitewashing Myself"](#) by Jason Kim
- Poem: ["Teenagers"](#) by Pat Mora

Objective: Compare the theme presented in an informational essay and a poem.

Discussion & Writing Prompt

Compare the themes in Jason Kim's essay and Pat Mora's poem. ("Hello, My Name is _____" and "Teenagers")

Name: _____

Date: _____

Characterize Yasaman and Hannah using evidence from the text.

Describe Yasaman's relationship with her grandmother.

What is Yasaman worried about?

Does Yasaman overcome her concerns by the end of the story? Why or why not?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Why I Learned to Cook](#)" by Sara Farizan

Objective: Analyze how the author develops the symbol of cooking in the short story.

1. Summarize the exposition of the story. What conflict does the author present in the first pages of the story?

2. What lesson does Yasaman's grandmother teach her at the supermarket? How does the author develop the reader's understanding of the lesson Yasaman learns?

3. How does Sara Farizan use figurative language to characterize Hannah and Yasaman? Cite evidence from the text to support your answer.

Symbols Anchor Chart

Image #1



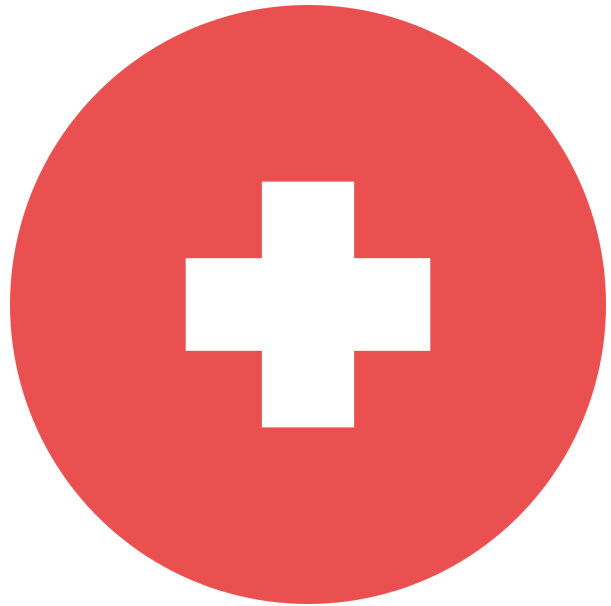
Image #2



Image #3



Image #4



Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Why I Learned to Cook](#)" by Sara Farizan

Objective: Analyze how the author develops the symbol of cooking in the short story.

Discussion & Writing Prompt

What does cooking symbolize in the story? How does this symbolism contribute to the theme of the story?

Name: _____

Date: _____

How does America Ferrera feel about the first day of school?

What does America Ferrera's mother remind her of when she complains about homework?

What is America's dream when she grows up?

Describe her journey. Does she achieve her dreams? Why or why not?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Introduction: America Ferrera](#)" by America Ferrera

Objective: Students will analyze the theme or message in America Ferrera's introduction.

1. How did America Ferrera feel about her name when she was a kid? According to the text, what events influenced her perspective?

2. America Ferrera says, "I am nine and I truly belong. By the time I reach ten, this all begins to change" (p. xv). What causes the shift in Ferrera's outlook?

3. How did America Ferrera respond to what she experienced early in her career in Hollywood?

Name: _____

Date: _____

Today's Materials:

- Excerpt: "[Introduction: America Ferrera](#)" by America Ferrera

Objective: Students will analyze the theme or message in America Ferrera's introduction.

Discussion & Writing Prompt

What is America Ferrera's message about **belonging**?

Name: _____

Date: _____

What is the title of the poem?

How does the title contribute to the meaning of the poem?

What might the weeds and flowers represent?

What is the poet's message?

Name: _____

Date: _____

Today's Materials:

- Poem: "[Identity](#)" by Julio Noboa Polanco

Objective: Analyze how the poet develops the theme of the poem through figurative language and word choice.

1. How does Noboa Polanco use repetition? What is its effect on the reader's understanding of the speaker?

2. What do the flowers in the poem symbolize? How does the author's word choice impact the reader's understanding of this symbol?

3. How does the extended metaphor create meaning in the poem?

Name: _____

Date: _____

Today's Materials:

- Poem: "[Identity](#)" by Julio Noboa Polanco

Objective: Analyze how the poet develops the theme of the poem through figurative language and word choice.

Discussion & Writing Prompt

What is the theme of this poem, and how does Noboa Polanco develop it?

Name: _____

Date: _____

Today's Materials:

Objective: Take a clear position on a question and share evidence to support that point of view in a Socratic Seminar.

1. How is the need to **belong universal**?

2. What does it mean to **belong** to a culture or community?

3. How does an individual contribute to a larger collective?

Name: _____ Date: _____

Narrative Planning Page

Dynamic Character Development

External Conflicts

Internal Conflicts



Name: _____ Date: _____

Engaging Beginnings Practice

The Hunger Games

Hunger Games: Book One

By: Suzanne Collins

When I wake up, the other side of the bed is cold. My fingers stretch out, seeking Prim's warmth but finding only the rough canvas cover of the mattress. She must have had bad dreams and climbed in with our mother. Of course, she did. This is the day of the reaping.

Questions to discuss:

- What strategy does the author use to hook the reader?
- What does the reader learn about point of view in the beginning?
- What does the reader learn about the characters in the beginning?
- What does the reader learn about the conflict in the beginning?

Name: _____ Date: _____

First-Day Fly

By: Jason Reynolds

There are only two days that matter to you. Two days that count. Your birthday, which is like a million days away, and tomorrow, which is the first day of school. And normally you don't like school. Because there's not much to like about it. The hallways always smell funny, and they don't do nothing but lead you to teachers. And teachers don't do nothing but remind you that they already got their education and now it's time for you to get yours right before telling you to head back down the hallway to the principal's office because you can't stop talking about how Thomas Baker stepped on your foot with his dirty boots and turned your sneaker into a construction site.

Questions to discuss:

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The Lightning Thief

Percy Jackson and the Olympians: Book One

By: Rick Riordan

Look, I didn't want to be a half-blood.

If you're reading this because you think you might be one, my advice is: close this book right now. Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life.

Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways.

If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened.

But if you recognize yourself in these pages—if you feel something stirring inside—stop reading immediately. You might be one of us. And once you know that, it's only a matter of time before they sense it too, and they'll come for you.

Don't say I didn't warn you.

Questions to discuss:

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The Bad Beginning

A Series of Unfortunate Events: Book One

By: Lemony Snicket

If you are interested in stories with happy endings, you would be better off reading some other book. In this book, not only is there no happy ending, there is no happy beginning and very few happy things in the middle.

Questions to discuss:

- What strategy does the author use to hook the reader?
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Harry Potter and the Sorcerer's Stone

Harry Potter: Book One

By: J. K. Rowling

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Questions to discuss:

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Name: _____ Date: _____

Narrative Planning Page

Dynamic Character Development

External Conflicts

Internal Conflicts



Name: _____ Date: _____

Engaging Beginnings Practice

The Hunger Games

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Narrative Planning Page

Dynamic Character Development

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Name: _____ Date: _____

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Vocabulary

Word	Part of Speech	Definition
admiration	n.	a feeling of respect and appreciation for someone or something
anecdote		a short story about an incident or person that demonstrates a larger idea or argument
assertively	adv.	having or showing a confident and forceful personality
asset	n.	a useful or desirable quality or thing
assimilating	v.	to absorb and incorporate into a dominant culture
belonging	n.	the condition of being comfortable and feeling connected with others
betrayed	v.	to treat in a disloyal or unfaithful manner
captivated	v.	fascinated or enthralled
central idea		an essential idea that the writer is communicating to the reader in a nonfiction text
claim		the position or stance of an argument, which is debatable and able to be supported by evidence and reasoning

Word	Part of Speech	Definition
cohesive		when one idea or sentence connects to another to create a sense of flow. The claim, evidence, and ideas all work together.
colloquial language		informal, everyday speech, which may include grammatical structures that differ from formal written English, slang, and idiomatic expressions
connotation		the social, cultural, and emotional associations words have beyond their dictionary definitions
denotation		the literal meaning of a word; the dictionary definition
dependable	adj.	deserving of trust or confidence; able to be counted on
descriptive details		words and phrases that help the reader form a clear and vivid picture
dynamic character		a character who undergoes an inner change and develops a deeper understanding of themselves and how they view the world by the end of the story
enjambment		a word, sentence, or phrase running over from one poetic line to the next without punctuation

Word	Part of Speech	Definition
ensure	v.	to make sure or to be certain
explanation		a sentence that connects the evidence or examples to the claim or topic sentence by clarifying their relationship
extended metaphor		a comparison of two unlike things that is developed throughout a section of text
external conflict		a problem between a character and an outside force such as another person, nature, society, technology, or a situation
exuberance	n.	enthusiasm and happiness
figurative language		language that goes beyond the literal meaning of words and phrases and is used with the intention of creating an image, feeling, or deeper understanding for the reader
free verse		poetry that does not rhyme and generally has irregular line lengths
hyperbole		exaggerated statements not meant to be taken literally

Word	Part of Speech	Definition
internal conflict		a psychological or emotional struggle within a character's mind
intersectionality	n.	the concept that different aspects of individuals' identities that are not independent of each other or social and historical contexts, such as race, gender, ethnicity, sexual orientation, disability, and class
memoir		a narrative, written from the perspective of the author, about an important part of their life
metaphor		a comparison of two unlike things in order to provide the reader with a deeper understanding of one of those things
pacing		how quickly or slowly the action progresses
personal narrative		a true story written in the first person that describes a meaningful experience from the writer's life
personification		the act of giving human qualities or characteristics to non-human beings or inanimate objects
perspective		a character's opinion or feelings about a specific topic, idea, or event, which is usually influenced by aspects of their identity, beliefs, and experiences

Word	Part of Speech	Definition
point of view		the vantage point from which a story is told; the stance from which the action and events of the story unfold
quotation		an exact group of words or text taken from someone or somewhere else to help support a particular idea or point
refrain		a phrase or line repeated at intervals within a poem, especially at the end of a stanza
repetition		the deliberate use of the same word, phrase, line, or idea multiple times within a text
rhyme scheme		the ordered pattern of rhymes at the ends of the lines of a poem or verse
sacred	adj.	shown great respect; having to do with religion
sensory language		descriptions that evoke taste, smell, touch, sight, or hearing
simile		the comparison of two unlike things using "like" or "as" to indicate what is being compared in order to provide the reader with a deeper understanding of one of those things
speaker		the "voice" of the poem

Word	Part of Speech	Definition
stanza		a grouping of lines in a poem that is separated from the next grouping by a line space
structure		the way that a text is organized
supporting idea		one or more sentences that provide details related to the central idea
sustain	v.	to provide with the basic necessities of life
symbol		a character, setting, object, or event that represents a larger, more complex concept or idea
thematic topic		a concept or idea that is explored throughout a text or section of text and is connected to one or more of the text's larger themes
theme		the author's message in the text about the way the world works or what it means to be human
thrive	v.	to progress well; to succeed
tone		an author/speaker's attitude toward a topic or an audience, which is often conveyed through word choice and/or literary devices
transcend	v.	to go beyond or rise above

Word	Part of Speech	Definition
transitional language		words, phrases, and clauses that connect ideas and show relationships such as sequence, comparison, contrast, or cause and effect
trepidation	n.	a feeling of fear or hesitation about something that might happen or is about to happen
universal	adj.	having to do with the whole world; something that everyone experiences

VOCABULARY PRACTICE

7th Grade ELA

Longing to Belong: Poems, Essays, and Short Stories

WORD LIST

1. **admiration** (*n.*): a feeling of respect and appreciation for someone or something
2. **assertively** (*adv.*): having or showing a confident and forceful personality
3. **asset** (*n.*): a useful or desirable quality or thing
4. **assimilating** (*v.*): to absorb and incorporate into a dominant culture
5. **belonging** (*n.*): the condition of being comfortable and feeling connected with others
6. **betrayed** (*v.*): to treat in a disloyal or unfaithful manner
7. **captivated** (*v.*): to fascinate or enthrall
8. **dependable** (*adj.*): deserving of trust or confidence; able to be counted on
9. **ensure** (*v.*): to make sure or to be certain
10. **exuberance** (*n.*): enthusiasm and happiness
11. **intersectionality** (*n.*): different aspects of individuals' identities that are not independent of each other or social and historical contexts, such as race, gender, ethnicity, sexual orientation, disability, and class
12. **sacred** (*adj.*): shown great respect; having to do with religion
13. **sustain** (*v.*): to provide with the basic necessities of life
14. **thrive** (*v.*): to progress well; to succeed
15. **transcend** (*v.*): to go beyond or rise above
16. **trepidation** (*n.*): a feeling of fear or hesitation about something that might happen or is about to happen
17. **universal** (*n.*): having to do with the whole world; something that everyone experiences

ACTIVITY 1. MATCHING

Directions: Please match the correct word to each definition

WORD BANK

admiration assertively asset assimilating belonging betrayed	captivated dependable ensure exuberance intersectionality sacred	sustain thrive transcend trepidation universal
---	---	--

ANSWER

DEFINITION

1.		to progress well; to succeed
2.		to provide with the basic necessities of life
3.		a feeling of respect and appreciation for someone or something
4.		to make sure or to be certain
5.		shown great respect; having to do with religion
6.		having to do with the whole world; something that everyone experiences
7.		deserving of trust or confidence; able to be counted on
8.		to absorb and incorporate into a dominant culture
9.		to fascinate or enthrall
10.		a useful or desirable quality or thing
11.		a feeling of fear or hesitation about something that might

		happen or is about to happen
12.		to treat in a disloyal or unfaithful manner
13.		to go beyond or rise above
14.		having or showing a confident and forceful personality
15.		enthusiasm and happiness
16.		different aspects of individuals' identities that are not independent of each other or social and historical contexts, such as race, gender, ethnicity, sexual orientation, disability, and class
17.		the condition of being comfortable and feeling connected with others

ACTIVITY 2. FILL IN THE BLANK

Directions: For each practice below, use the context clues to fill in the first blank using the correct vocabulary word, and in the second blank add your reasoning about why this word fits.

1. After years of searching for a place to call home, Ricardo and Alberto finally felt a sense of _____ when they moved to the quaint village by the sea. The tight-knit community welcomed their family with open arms, and they both knew they had found her forever home.
2. The laughter of children playing in the park was a _____ language, understood by all who passed by. It reminded everyone that joy transcends barriers of age, culture, and background.
3. With _____, Rogelio approached the stage to deliver his speech. As he began to speak, his nerves melted away, replaced by a newfound confidence that surprised even himself.
4. The skill and love that Ms. Lee put into each stitch were evident and a testament to years of dedication and passion. Marissa watched in _____ as her grandmother wove intricate patterns into the quilt.
5. With every dribble and pass, she could feel their energy fueling her determination. Lara stood on the field, _____ by the roaring crowd that filled the stadium. As she scored the winning goal, the cheers crescendoed, echoing through the stadium!
6. During Latinx Heritage Month, the community gathered to celebrate the rich tapestry of cultures that have made an invaluable contribution to society. Vibrant music, flavorful cuisine, and heartfelt stories filled the streets, creating a sense of unity and pride. This month-long celebration serves as a powerful reminder of the enduring legacy of how Latinx individuals _____ and spread joy.
7. Even as an experienced mountaineer, Ahmad viewed the climb up Mount Everest as a challenge. But with each step he took towards the summit, he knew it was a testament to his resilience and determination. To _____ that he was

successful on his mission, Ahmad trained extensively and brought along an experienced team for the journey.

8. Maryam felt a deep sense of distrust when she discovered her best friend's deceit. She had been _____ by the person she trusted most. The pain was sharp, but it also taught her the importance of trust and the strength to move forward.
9. The small farm managed to _____ the family through hard times, thanks to their hard work and resilience. Each harvest was a reminder of their perseverance and the bond they shared with the land.
10. The ancient temple, perched high on the hill, is considered _____ because it has been a place of worship and pilgrimage for centuries. Generations of people have come to seek solace and guidance from the deities believed to reside there. It is a symbol of spiritual heritage and community unity, preserving the faith and traditions of its visitors.
11. Mei was a well-known mahjong player in her community, and a crowd had come to see her play. She was known for playing _____, her eyes gleaming with confidence. With each deliberate tile she drew and discarded, she outwitted her opponents, securing yet another victory with grace and precision.
12. Understanding _____ helped the team create more inclusive policies that addressed the diverse needs of their dance community. It was a pivotal moment that broadened their perspective and fostered empathy.
13. After Santiago started working for his friend's food truck, "Empanada Elixir" quickly became the town's most beloved lunch spot. Santiago's warm customer service, suggestion to use a family recipe, and promotion on social media, made him an _____ to the restaurant.
14. The children's _____ was contagious as they ran through the field, their laughter echoing in the air. It was a moment of pure joy, reminding the adults of the simple pleasures in life.

15. Moving to a new country was challenging, but Raj worked hard at _____ into his new environment. He embraced the culture while also sharing his own traditions, enriching the community around him.
16. Art has the power to _____ time and space, connecting people across generations and cultures. A single painting can evoke emotions and stories that resonate deeply within the human soul.
17. Mohammad was known for being _____, always there to lend a hand or offer support. His friends and family cherished his reliability, knowing they could count on him no matter what.

PART TWO: EXAMPLES AND NONEXAMPLES

ACTIVITY 3. WORD MAPS

Directions: Complete a word map for each vocabulary word. The first one has been completed as an example.

<i>definition of the word</i>	<i>synonyms</i>
a feeling of respect and appreciation for someone or something	adoration, fondness, esteem, reverence
1. ADMIRATION	
<i>use the word in a sentence</i>	<i>antonyms</i>
Watching the sunrise fill the sky with hues of orange and pink, Charlie felt a deep sense of admiration for the beauty and tranquility of nature.	disregard, disapproval, contempt, disgust

<i>definition of the word</i>	<i>synonyms</i>
having or showing a confident and forceful personality	

2. ASSERTIVELY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a useful or desirable quality or thing	

3. ASSET

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to absorb and incorporate into a dominant culture	

4. ASSIMILATING

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
the condition of being comfortable and feeling connected with others	

6. BELONGING

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to treat in a disloyal or unfaithful manner	

7. BETRAYED

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to fascinate or enthrall	

8. CAPTIVATED

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
deserving of trust or confidence; able to be counted on	

9. DEPENDABLE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to make sure or to be certain	

10. ENSURE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
enthusiasm and happiness	

11. EXUBERANCE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
different aspects of individuals' identities that are not independent of each other or social and historical contexts, such as race, gender, ethnicity, sexual orientation, disability, and class	

12. INTERSECTIONALITY

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
shown great respect; having to do with religion	

13. SACRED

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to provide with the basic necessities of life	

14. SUSTAIN

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to progress well; to succeed	

15. THRIVE

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
to go beyond or rise above	

16. TRANSCEND

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
a feeling of fear or hesitation about something that might happen or is about to happen	

17. TREPIDATION

<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
having to do with the whole world; something that everyone experiences	

18. UNIVERSAL

<i>use the word in a sentence</i>	<i>antonyms</i>

PART THREE: ADDING COMPLEXITY

ACTIVITY 4. CHANGING TENSES AND PART OF SPEECH

Directions: For each vocabulary word, write a sentence that shows you know the meaning of the word (Ex: different tenses, changing part of speech, removing or adding affixes).

The following words have been omitted from this activity:

- Intersectionality
- Trepidation
- Ensure

admiration: (<i>n.</i>): A feeling of respect and appreciation for someone or something	
CHANGE	EXAMPLE SENTENCE
<i>admirer</i>	In the bustling streets of Tokyo, Yuki watched from afar as her secret admirer left a beautifully handwritten note on her desk every morning, never revealing his identity.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>a person who has a particular regard for someone or something</i></p>	

assertively (<i>adv.</i>): having or showing a confident and forceful personality	
CHANGE	EXAMPLE SENTENCE
<i>assert</i>	Throughout all of Ancient Greece, Lysandra was known to boldly assert her revolutionary ideas, challenging the traditional beliefs held by the elders.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i> <i>cause others to recognize</i>	

asset (<i>n.</i>): a useful or desirable quality or thing	
CHANGE	EXAMPLE SENTENCE
<i>assets</i>	Her keen analytical skills and mathematical brilliance became valuable assets to the company, helping to uncover insights that drove strategic decisions.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Made plural</i>	

assimilating (v.): to absorb and incorporate into a dominant culture	
CHANGE	EXAMPLE SENTENCE
<i>assimilation</i>	Amar's journey to assimilation was marked by his first Diwali celebration in London, where he blended Indian traditions with the local customs, creating a vibrant tapestry of cultures.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>the process of taking in and fully understanding information or ideas</i></p>	

belonging (n.): the condition of being comfortable and feeling connected with others	
CHANGE	EXAMPLE SENTENCE
<i>belongs</i>	Despite being an avid reader, Sarah continues to struggle to find a book club where she feels she truly belongs .
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to third person present verb</i></p> <p><i>be a part of</i></p>	

betrayed (v.): to treat in a disloyal or unfaithful manner	
CHANGE	EXAMPLE SENTENCE
<i>betrayal</i>	The assassination of Julius Caesar by his close friend Brutus is often cited as a historical example of betrayal in Roman history, even amongst friends.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to noun</i></p> <p><i>The action of being disloyalty</i></p>	

captivated (v.): to fascinate or enthrall	
CHANGE	EXAMPLE SENTENCE
<i>captivating</i>	Under the Northern Lights in Iceland, Sven found himself listening to Elin's captivating storytelling for hours, her words painting vivid pictures of myths and legends.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>capable of attracting and holding interest; charming.</i></p>	

dependable (<i>adj.</i>): deserving of trust or confidence; able to be counted on	
CHANGE	EXAMPLE SENTENCE
<i>depend</i>	The bond between the old lighthouse keeper, Mr. Murray, and his loyal dog, Bella, was a testament to how deeply they depend on each other for companionship and survival.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to verb</i> <i>Relying on another</i>	

exuberance (<i>n.</i>): enthusiasm and happiness	
CHANGE	EXAMPLE SENTENCE
<i>exuberant</i>	The exuberant crowd at the Rio Carnival danced through the night, their joyous energy lighting up the city.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adjective</i> <i>very lively, happy, or energetic filled with energy and enthusiasm</i>	

sacred (<i>adj.</i>): shown great respect, having to do with religion	
CHANGE	EXAMPLE SENTENCE
<i>sacredly</i>	She held the family heirloom sacredly , aware of its generations of history and the love it symbolized.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adverb</i></p> <p><i>in a way that is considered to be holy and deserving respect</i></p>	

sustain (<i>v.</i>): to provide with the basic necessities of life	
CHANGE	EXAMPLE SENTENCE
<i>sustainable</i>	In the heart of the Amazon Rainforest, the indigenous tribe practiced sustainable living, ensuring that their environment thrived for generations to come.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>able to be maintained at a certain rate or level</i></p>	

thrive (v.): to progress well; to succeed	
CHANGE	EXAMPLE SENTENCE
<i>thriving</i>	The town's thriving economy relied on local farms providing a food source to families in the community.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>Progressing well; succeeding</i></p>	

transcend (v.): to go beyond or rise above	
CHANGE	EXAMPLE SENTENCE
<i>transcendent</i>	During a silent meditation retreat, participants experienced a transcendent moment of clarity that reshaped their understanding of life.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<p><i>Changed to adjective</i></p> <p><i>beyond or above the range of normal or merely physical human experience</i></p>	

universal (n.): having to do with the whole world; something that everyone experiences	
CHANGE	EXAMPLE SENTENCE
<i>universally</i>	Paul Ekman, an American psychologist considered to be the world's expert on facial expressions, researched whether a smile is universally practiced and welcome.
ADDED MEANING	WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD
<i>Changed to adverb</i> <i>By everyone, in every case</i>	



Unit Rubrics & Assessments

Academic Discourse Rubric

6th–8th Grade English Language Arts

	1 Point	2 Points	3 Points
Tier 1: Clarify and share their own thoughts	<ul style="list-style-type: none"> ● Attempts to provide evidence, but the evidence is unrelated or wrong ● Does not use vocabulary that is specific to the subject or task 	<ul style="list-style-type: none"> ● Provides evidence or examples to justify and defend their point clearly, but may not be the most relevant evidence ● Uses some vocabulary that is specific to the subject and task, but misses opportunities 	<ul style="list-style-type: none"> ● Provides relevant evidence or examples to justify and defend their point clearly ● Uses a variety of vocabulary that is specific to the subject and task to share and clarify their thoughts
Tier 2: Engage with the thinking of others	<ul style="list-style-type: none"> ● Shares their own ideas without listening to their peers' ideas; ideas may be random, disconnected, or replace a previous idea ● Does not track other students' ideas ● Does not ask follow-up questions to clarify ideas 	<ul style="list-style-type: none"> ● Attempts to build on a peer's ideas, but the connection may be limited ● Attempts to restate others' ideas, but is unable to retell key ideas ● Asks follow-up questions, but they may be generic and not specific 	<ul style="list-style-type: none"> ● Seeks to genuinely understand their peers' ideas and builds on them with connected ideas ● Paraphrases what others are saying in order to keep track of key ideas in a discussion ● Seeks to clarify a particular point by asking follow-up questions
Tier 3: Critique and analyze the reasoning of others	<ul style="list-style-type: none"> ● Does not engage with the thinking of their peers ● Does not compare and contrast different arguments ● Unable to synthesize ideas from the discussion 	<ul style="list-style-type: none"> ● Begins to challenge the thinking of their peers, but may be limited ● Attempts to compare and contrast different arguments, but misses the nuance ● Attempts to synthesize the discussion, but misses key understandings 	<ul style="list-style-type: none"> ● Challenges the thinking of their peers; when warranted, modifies their own views based on their peers' ideas and thinking ● Compares and contrasts the effectiveness of different arguments ● Synthesizes everything they have heard into coherent statements

Speaking and Listening	<ul style="list-style-type: none"> ● Language is not always clear ● Eye contact and posture are not consistent ● Interrupts or speaks over students 	<ul style="list-style-type: none"> ● Appropriate language ● Uses eye contact and appropriate posture ● Awareness of own airtime in order to ensure participation by others 	<ul style="list-style-type: none"> ● Sophisticated and appropriate language ● Consistent eye contact and professional posture ● Actively solicits contributions from others
Preparation	<ul style="list-style-type: none"> ● Is not prepared for the discussion; has not identified key pieces of evidence or details 	<ul style="list-style-type: none"> ● Is prepared for the discussion with some evidence and details 	<ul style="list-style-type: none"> ● Is prepared to share the best reasons and evidence to support a particular point or idea

Name: _____ Date: _____

Single Point Paragraph Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Claim		My claim is clear, complete, and well-supported.	
Examples		I describe examples from the text clearly so my reader understands what is happening.	
Explanations		I connect the examples to my claim by showing how they support it.	
Transitional Language		I introduce the examples using transition language.	
Language		I separate equal adjectives with commas to vividly describe things and ideas.	

My goal for my next argumentative writing cycle is _____

Narrative Writing Rubric

7th Grade English Language Arts

Rubric Scoring Key	Fully meets (4) All criteria present in the writing	Mostly meets (3) Most criteria present, with some misunderstandings	Partially meets (2) Criteria attempted, but major misunderstandings	Does not meet yet (1) Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
Event Sequence Includes all key components of the narrative arc: exposition, rising action, climax, falling action, and resolution; paragraphing uses transitional words, phrases, and clauses to support flow, pacing, and meaning, including shifts to new events or changes in speaker	4 3 2 1	
Point of View Establishes and maintains a clear and consistent narrator or point of view that shapes how events are experienced and how the conflict and plot develop	4 3 2 1	
Setting Introduces and develops the setting using multiple sensory details to directly and indirectly describe the place and time of the narrative; uses precise adjectives to describe the mood or atmosphere and advance the plot or characters' actions	4 3 2 1	

Development	Rubric Score	Notes
Character(s) Introduces and develops one or more dynamic characters through actions, thoughts, dialogue, and direct and indirect description; shows how characters' responses to events contribute to the development of the plot or conflict	4 3 2 1	

<p>Plot Introduces characters, setting, and context; builds a sequence of events that unfolds naturally and logically through character challenges and conflicts; ends with a resolution that reflects on the narrated experiences and events</p>	4 3 2 1	
<p>Precise Language Uses precise words and phrases, relevant descriptive details, and sensory language to capture action; create emotion, tone, and mood; help the reader visualize experiences and events</p>	4 3 2 1	
<p>Dialogue Uses natural-sounding dialogue for a variety of purposes, such as character development, advancing the plot, building the conflict, providing background information, or creating suspense; includes a variety of dialogue tags that show how the characters are speaking</p>	4 3 2 1	

Language	Rubric Score	Notes
<p>Literary Devices Uses figurative language and literary techniques (such as simile, metaphor, or personification) to enhance meaning and mood</p>	4 3 2 1	
<p>Grammar Demonstrates consistent command of grade-level grammar and usage, which enhances clarity and contributes to the overall meaning of the narrative, including cumulative adjectives, use of phrases and clauses, and varied sentence structure</p>	4 3 2 1	
<p>Conventions Applies correct spelling, punctuation, and capitalization that support the clarity and flow of the writing</p>	4 3 2 1	

Name: _____ Date: _____

Single Point Narrative Writing Rubric

	Strengths What am I doing well already? What am I proud of?	Criteria Expectations for my writing task:	Areas for Growth What can I do to make my writing even stronger? How can I improve?
Beginning		I hook the reader through an engaging beginning that introduces a character and conflict.	
Conflicts		I develop internal and external conflicts that drive the plot forward.	
Pacing		I vary the pacing in key moments of my plot.	
Language		I use ordered adjectives to create vivid descriptions.	

My goal for my next narrative writing cycle is _____

Name: _____ Date: _____

Editing Checklist

Use this checklist to polish your writing. Check ✓ each item if it is present in your work. Make corrections to your work as needed.

Formatting and Evidence	
I format titles correctly: <i>italics</i> for longer works (books/novels, plays, films) and "quotation marks" for shorter works (poems, short stories, articles).	
I cite evidence accurately and integrate quotations smoothly into my own sentences (if applicable).	
Sentence Structure and Grammar	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
Punctuation and Mechanics	
I capitalize the first word in a sentence, proper nouns, and appropriate words in titles, following standard English capitalization rules.	
I use commas, periods, quotation marks, and other punctuation in the correct places.	
I spell correctly, double-checking tricky words or commonly confused words (to/too, their/they're/there, its/it's).	

Name: _____ Date: _____

Directions: Read the text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

Text 1

My Life as an Undocumented Immigrant

By Jose Antonio Vargas

The following is an excerpt from an article written by journalist Jose Antonio Vargas, an undocumented immigrant born in the Philippines. In it, he describes his experiences as an undocumented person in the United States. This article, published in the New York Times in 2011, was the first time he spoke out publicly about his undocumented status. Vargas continues to live and work in the United States as an undocumented person. He was briefly detained by immigration authorities in 2016 but was later released.

- 1 One August morning nearly two decades ago, my mother woke me and put me in a cab. She handed me a jacket. "Baka malamig doon" were among the few words she said. ("It might be cold there.") When I arrived at the Philippines' Ninoy Aquino International Airport with her, my aunt and a family friend, I was introduced to a man I'd never seen. They told me he was my uncle. He held my hand as I boarded an airplane for the first time. It was 1993, and I was 12.
- 2 My mother wanted to give me a better life, so she sent me thousands of miles away to live with her parents in America—my grandfather (Lolo in Tagalog) and grandmother (Lola). After I arrived in Mountain View, Calif., in the San Francisco Bay Area, I entered sixth grade and quickly grew to love my new home, family and culture. I discovered a passion for language, though it was hard to learn the difference between formal English and American slang. One of my early memories is of a freckled kid in middle school asking me, "What's up?" I replied, "The sky," and he and a couple of other kids laughed. I won the eighth-grade spelling bee by memorizing words I couldn't properly pronounce. (The winning word was "indefatigable.")
- 3 One day when I was 16, I rode my bike to the nearby D.M.V. office to get my driver's permit. Some of my friends already had their licenses, so I figured it was time. But when I handed the clerk my green card as proof of U.S. residency, she flipped it around, examining it. "This is fake," she whispered. "Don't come back here again."
- 4 Confused and scared, I pedaled home and confronted Lolo. I remember him sitting in the garage, cutting coupons. I dropped my bike and ran over to him, showing him the green card. "Peke ba ito?" I asked in Tagalog. ("Is this fake?") My grandparents were naturalized American citizens—he worked as a security guard, she as a food server—and they had begun supporting my mother and me financially when I was 3, after my father's wandering eye and inability to properly provide for us led to my parents' separation. Lolo was a proud man, and I saw the shame on his face as he told me he purchased the card, along with other fake documents, for me. "Don't show it to other people," he warned.
- 5 I decided then that I could never give anyone reason to doubt I was an American. I convinced myself that if I worked enough, if I achieved enough, I would be rewarded with citizenship. I felt I could earn it.

- 6 I've tried. Over the past 14 years, I've graduated from high school and college and built a career as a journalist, interviewing some of the most famous people in the country. On the surface, I've created a good life. I've lived the American dream.
- 7 But I am still an undocumented immigrant. And that means living a different kind of reality. It means going about my day in fear of being found out. It means rarely trusting people, even those closest to me, with who I really am. It means keeping my family photos in a shoebox rather than displaying them on shelves in my home, so friends don't ask about them. It means reluctantly, even painfully, doing things I know are wrong and unlawful. And it has meant relying on a sort of 21st-century underground railroad of supporters, people who took an interest in my future and took risks for me.
- 8 Last year I read about four students who walked from Miami to Washington to lobby for the Dream Act, a nearly decade-old immigration bill that would provide a path to legal permanent residency for young people who have been educated in this country. At the risk of deportation—the Obama administration has deported almost 800,000 people in the last two years—they are speaking out. Their courage has inspired me.
- 9 There are believed to be 11 million undocumented immigrants in the United States. We're not always who you think we are. Some pick your strawberries or care for your children. Some are in high school or college. And some, it turns out, write news articles you might read. I grew up here. This is my home. Yet even though I think of myself as an American and consider America my country, my country doesn't think of me as one of its own.
- 10 My first challenge was the language. Though I learned English in the Philippines, I wanted to lose my accent. During high school, I spent hours at a time watching television (especially "Frasier," "Home Improvement" and reruns of "The Golden Girls") and movies (from "Goodfellas" to "Anne of Green Gables"), pausing the VHS to try to copy how various characters enunciated their words. At the local library, I read magazines, books and newspapers—anything to learn how to write better. Kathy Dewar, my high-school English teacher, introduced me to journalism. From the moment I wrote my first article for the student paper, I convinced myself that having my name in print—writing in English, interviewing Americans—validated my presence here.
- 11 The debates over "illegal aliens" intensified my anxieties. In 1994, only a year after my flight from the Philippines, Gov. Pete Wilson was re-elected in part because of his support for Proposition 187, which prohibited undocumented immigrants from attending public school and accessing other services. (A federal court later found the law unconstitutional.) After my encounter at the D.M.V. in 1997, I grew more aware of anti-immigrant sentiments and stereotypes: they don't want to assimilate, they are a drain on society. They're not talking about me, I would tell myself. I have something to contribute.

Vargas, Jose Antonio. "My Life as an Undocumented Immigrant." New York Times, 2011.
<https://www.nytimes.com/2011/06/26/magazine/my-life-as-an-undocumented-immigrant.html>

1. Which statement best expresses the central idea of the text?
 - a. Despite his efforts to assimilate into American society, Vargas learned that his title as an undocumented citizen negatively impacted not only his quality of life but how other people saw him and other undocumented immigrants.
 - b. Vargas's attempts to assimilate into American society through language and academic accomplishments validated his ability to contribute as a citizen and make a difference.
 - c. Vargas's efforts to assimilate into American society didn't eliminate the prejudice that came with the label of "undocumented immigrant."
 - d. Even though Vargas is undocumented, he is still seen as a contributing citizen because he has accomplished so much.

2. Reread this sentence from paragraph 5:

I convinced myself that if I worked enough, if I achieved enough, I would be rewarded with citizenship. I felt I could earn it.

What does the phrase "earn it" suggest about the author's attitude toward becoming a citizen?

- a. He believed citizenship was a prize for people who worked hard.
 - b. He thought citizenship could be bought with money.
 - c. He didn't think citizenship was important to his identity.
 - d. He believed he already deserved citizenship because he was born in America.
3. In the following sentence, Vargas uses the literary device of personification.

Yet even though I think of myself as an American and consider America my country, my country doesn't think of me as one of its own.

What is the meaning of this figurative language?

- a. By personifying America, Vargas compares the experience of being undocumented to being rejected by a person he deeply cares for.
 - b. By personifying a country, Vargas emphasizes that America is not what he initially imagined it would be.
 - c. By personifying America, Vargas challenges the idea that undocumented people do not belong in this country.
 - d. By personifying America, Vargas suggests that by thinking of the country as a person, it is easier for him to love and protect it.
4. Which of the following paragraphs best demonstrates how Vargas's everyday life is negatively impacted by being undocumented?
 - a. Paragraph 6
 - b. Paragraph 7
 - c. Paragraph 8
 - d. Paragraph 10

5. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: What can be inferred based on paragraph 8?

- a. The actions of the students marching across the country inspired Vargas to tell his own story publicly.
- b. The actions of students marching across the country made Vargas feel less hopeful that the Dream Act would ever pass.
- c. The actions of students marching across the country made Vargas believe that the only way to get the Dream Act passed is to risk deportation.
- d. The actions of students marching across the country made Vargas wish he could have taken a stand when he was younger, but was too afraid.

Part B: What evidence from this paragraph best supports your answer to Part A?

- a. "four students who walked from Miami to Washington to lobby for the Dream Act"
- b. "a nearly decade-old immigration bill"
- c. "At the risk of deportation [...] they are speaking out."
- d. "Their courage has inspired me."

6. This question requires a **written response**.

How does Jose Antonio Vargas's experience of living as an undocumented immigrant shape his identity and perception of belonging in America, as portrayed in "My Life as an Undocumented Immigrant"? Provide specific examples from the text to support your response.

Manage your time carefully so that you can:

- Plan your response
- Write your response
- Revise and edit your response

Be sure to include:

- A clear well developed central idea
- Effective information from the text(s) to support your thinking

Text 2

Gate A-4

By Naomi Shihab Nye

The following story is written by Palestinian-American poet and author, Naomi Shihab Nye.

- 1 Wandering around the Albuquerque Airport Terminal, after learning my flight had been delayed four hours, I heard an announcement: "If anyone in the vicinity of Gate A-4 understands any Arabic, please come to the gate immediately."
- 2 Well—one pauses these days. Gate A-4 was my own gate. I went there.
- 3 An older woman in full traditional Palestinian embroidered dress, just like my grandma wore, was crumpled to the floor, wailing. "Help," said the flight agent. "Talk to her. What is her problem? We told her the flight was going to be late and she did this."
- 4 I stooped to put my arm around the woman and spoke haltingly. "Shu-dow-a, Shu-bid-uck Habibti? Stani schway, Min fadlick, Shu-bit- se-wee?" The minute she heard any words she knew, however poorly used, she stopped crying. She thought the flight had been canceled entirely. She needed to be in El Paso for major medical treatment the next day. I said, "No, we're fine, you'll get there, just later, who is picking you up? Let's call him."
- 5 We called her son, I spoke with him in English. I told him I would stay with his mother till we got on the plane and ride next to her. She talked to him. Then we called her other sons just for the fun of it. Then we called my dad and he and she spoke for a while in Arabic and found out of course they had ten shared friends. Then I thought just for the heck of it, why not call some Palestinian poets I know and let them chat with her? This all took up two hours.
- 6 She was laughing a lot by then. Telling of her life, patting my knee, answering questions. She had pulled a sack of homemade mamool cookies—little powdered sugar crumbly mounds stuffed with dates and nuts—from her bag—and was offering them to all the women at the gate. To my amazement, not a single woman declined one. It was like a sacrament. The traveler from Argentina, the mom from California, the lovely woman from Laredo—we were all covered with the same powdered sugar. And smiling. There is no better cookie.
- 7 And then the airline broke out free apple juice from huge coolers and two little girls from our flight ran around serving it and they were covered with powdered sugar, too. And I noticed my new best friend—by now we were holding hands—had a potted plant poking out of her bag, some medicinal thing, with green furry leaves. Such an old country tradition. Always carry a plant. Always stay rooted to somewhere.
- 8 And I looked around that gate of late and weary ones and I thought, This is the world I want to live in. The shared world. Not a single person in that gate—once the crying of confusion stopped—seemed apprehensive about any other person. They took the cookies. I wanted to hug all those other women, too.
- 9 This can still happen anywhere. Not everything is lost.

Poetry selection titled: "Gate 1A" from Honeybee by Naomi Shihab Nye - Read By: Naomi Shihab Nye Text copyright (C) 2008. Naomi Shihab Nye. Used by permission of HarperCollins Publishers.

7. What lines from the essay best develop the idea that the speaker in this essay feels a strong connection to the older woman? Select all that apply.
- "just like my grandma wore" (par. 3)
 - "Spoke haltingly" (par. 4)
 - "offering them to all the women" (par. 6)
 - "by now we were holding hands" (par. 7)
 - "Always stay rooted to somewhere." (par. 7)
 - "This can still happen anywhere." (par. 9)

8. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: How does the woman's decision to share her cookies help develop the central idea of the text?

- It builds their sense of apprehension and uncertainty about one another, developing the idea of distrusting the unknown.
- It reassures and comforts the anxious passengers, developing the idea that it is important to serve your community.
- It prompts them to share what they have as well, developing the idea of overcoming obstacles.
- It develops a sense of community among the passengers, developing the idea of connection and empathy.

Part B: What evidence from the text best supports your answer to Part A?

- "The traveler from Argentina, the mom from California, the lovely woman from Laredo" (par. 6)
- "We were all covered with the same powdered sugar. And smiling." (par. 6)
- "And then the airline broke out free apple juice from huge coolers" (par. 7)
- "And I noticed my new best friend—by now we were holding hands" (par. 7)

9. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A: What tone is established in paragraphs 8–9 of this essay?

- Hopeful
- Surprised
- Relieved
- Anxious

Part B: What evidence from the text best supports your answer to Part A?

- "late and weary ones" (par. 8)
- "seemed apprehensive about" (par. 8)
- "They took the cookies" (par. 8)
- "Not everything is lost" (par. 9)

Name: _____ Date: _____

Directions: Read each question carefully and select the best answer(s).

1. Which of the following situations would most likely make a person feel **betrayed**?
 - a. realizing your friend depends on you for homework help
 - b. learning that a friend is gossiping about you
 - c. forgetting to study before an important test
 - d. discovering that you have a new talent

2. Read the following passage:

Gabrielle glanced at her watch and realized she had only five minutes to catch the last bus of the night into town. She was excited to see her favorite band perform! Sprinting down the street, she could see the bus pulling away from the stop just as she arrived, out of breath. With a sigh, she resigned herself to a long walk back home. When she arrived home, she told her mother about the disappointment she felt that she had missed the bus. Her mother assured her that many people have experienced similar feelings of disappointment due to being late, and she was not alone in feeling upset.

Which of the following words best describes the event being described?

- a. sacred
 - b. assimilating
 - c. universal
 - d. captivating
3. Which of the following is an antonym for the word **admiration**?
 - a. appreciation
 - b. loyalty
 - c. disapproval
 - d. disdain

4. Read the sentences.

Carrie had so many negative experiences in middle school that caused her a bit of **trepidation** about making friends with the wrong people. However, she seemed to naturally fit into high school. For the first time, she experienced the feeling of **belonging** in her new friend group.

What is the meaning of the words **trepidation** and **belonging** as they are used in the sentences?

- a. fear or hesitation about something that might happen; feeling connected with others
- b. excitement about something that might happen; feeling disconnected from others
- c. a feeling of respect and admiration for someone or something; something that most people experience
- d. failing to be a loyal person; preventing someone or something from taking part in an activity

5. A **dependable** person would most likely ... (Select all that apply.)
- a. break agreements and fail to meet deadlines.
 - b. ensure they're on time for work and important events.
 - c. lack discipline and concern for their future.
 - d. follow through on their commitments and promises.
 - e. take initiative when needed.

6. Read the sentence.

Alana was able to **transcend** the shame of her financial mistakes to become an advisor who helped other college students navigate their academic journey with little to no debt.

What is the meaning of the word **transcend** as it is used in the sentence?

- a. constantly relive
 - b. embrace a feeling
 - c. rise above
 - d. be doubtful
7. What is a synonym for the word **asset**?
- a. concern
 - b. universal
 - c. sustain
 - d. benefit

8. The following question has two parts.

Read the sentences. First, answer Part A. Then, answer Part B.

Jane's **exuberance** about the new after-school coding program got all of the students excited to sign-up. The after-school program had become such a special place for the students, and Jane knew that adding another new and exciting option for the students would encourage them to embrace challenges.

Part A: What is the meaning of the word **exuberance** as used in the passage?

- a. enthusiasm and happiness
- b. lack of concern
- c. encouragement and confidence
- d. significance or value

Part B: Which of the following words would best describe how students view the new after school coding program?

- a. a sustainable program
- b. an uncertain program
- c. a captivating program
- d. an assimilating program

9. Which of the following sentences used the word **sustain** incorrectly?
- Emily's dad managed to work two jobs in order to sustain their day to day life.
 - I have a strong feeling of sustain about the changes the company is making.
 - The team will need to sustain their momentum if they want to win the game.
 - I could no longer sustain the burden of this new job with my health issues.
10. Which of the following sentences used the word **assertively** correctly? Select all that apply.
- Oscar knew that as the leader of the organization, it was important that he assertively addressed pressing issues circulating in the media.
 - Mrs. Smith's new puppy assertively sunbathes in the front yard every morning.
 - It is imperative that students complete their application assertively to meet the deadline.
 - Samantha assertively expressed her concerns with the new dorm policy to the Resident Advisor.
 - Jane slept assertively after a relentless effort to complete a 3 miles run with no breaks.

11. Read the sentence:

Making scholarships more inclusive and targeted can be achieved in large part by understanding the dynamics of **intersectionality**.

What is the meaning of the word **intersectionality** as it is used in the sentence?

- similar aspects of individuals' identities that are dependent on each other or social and historical contexts such as race, gender, and ethnicity
 - similar aspects of individuals' identities that are not independent of each other such as race, gender, ethnicity, sexual orientation, disability, class
 - different aspects of individuals' identities that are not independent of each other or social and historical contexts such as race, gender, ethnicity, sexual orientation, disability, class
 - different aspects of individuals' identities that are completely dependent on each other or social and historical contexts such as race, gender, ethnicity, sexual orientation, disability, class
12. Which of the following would be an **asset** to a new student on the first day of school? Select all that apply.
- a catalog of all the courses offered to students
 - a labeled map of the school campus
 - a daily schedule with the name of each class and the room number
 - a schedule of extracurricular activities the school is considering starting next year
 - a school calendar indicating dates when school is in session
 - a list of school regulations, including what supplies are needed daily for class

13. Read the sentence:

As the storyteller described her adventures through the Amazon rainforest, the audience sat completely **captivated**, hanging onto every word.

What does **captivated** mean as it is used in the sentence?

- a. bored and ready to leave
- b. confused by too many details
- c. fascinated and unable to look away
- d. disappointed by the presentation

14. Read the sentence:

The school added extra lighting around the parking lot to _____ that students felt safe walking to their cars at night.

Which word best completes this sentence?

- a. thrive
- b. captivated
- c. ensure
- d. universal

15. Read the sentence:

Every Saturday morning, Jordan woke up early to enjoy a quiet walk with his grandfather. This was a tradition so **sacred** to him that he refused to schedule anything else during that time.

What does the word **sacred** mean as it is used in the sentences above?

- a. complicated and time-consuming
- b. extremely important and valued
- c. old but still enjoyable
- d. predictable and repeated

16. Which sentence uses the word **thrive** correctly?

- a. The flowers began to thrive after weeks of being left in the dark without water.
- b. The team will thrive if they continue supporting one another during tough practices.
- c. The students thrived by refusing to complete any of their classwork.
- d. The athlete thrived when he decided to stop training altogether.

17. The following question has two parts.

Read the sentence. First, answer Part A. Then, answer Part B.

Many emotions, like joy, fear, and hope, are considered **universal** because people from all cultures experience them.

Part A: What is the best meaning of the word **universal** as used in the sentence?

- a. only understood by a few people
- b. true only for teenagers
- c. happening quickly
- d. experienced by everyone

Part B: Which sentence below uses **universal** in the same way?

- a. The theme of the story was universal, and readers around the world could relate to it.
- b. The universal remote stopped working when the batteries died.
- c. The museum hosted a universal survey about local history.
- d. The students wore universal outfits for the parade.

Student: _____ Examiner: _____ Date: _____

Words Read Correctly: _____ Errors: _____

Excerpt from “Hello My Name is _____” by Jason Kim

The issues exist both in front of the camera and behind the scenes.	13
There are barely any roles written for Asian actors. And in general, the roles that can be played	31
by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that	52
<i>should</i> go to Asian actors — some very high-profile — are being portrayed by white actors.	66
Behind the camera, there are equally few Asian American writers, producers, studio executives,	79
authors, and editors, and while there are certainly a significant number of people struggling to	94
make it, their efforts seem to go largely unrecognized.	103
I have always been terrified of speaking up on behalf of diversity, which to me means	119
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Excerpt from “Hello My Name is _____” by Jason Kim

The issues exist both in front of the camera and behind the scenes.

There are barely any roles written for Asian actors. And in general, the roles that can be played by a person of any race do not tend to go to Asian actors. Worst of all, the few roles that *should* go to Asian actors — some very high-profile — are being portrayed by white actors.

Behind the camera, there are equally few Asian American writers, producers, studio executives, authors, and editors, and while there are certainly a significant number of people struggling to make it, their efforts seem to go largely unrecognized.

I have always been terrified of speaking up on behalf of diversity, which to me means a state of inclusion — a choice to be aware of the vast and profound range of identities in this world, including your own. I have been terrified because I grew up in a country without many visible Asian Americans in the culture, and I learned to hate every part of myself that felt foreign and strange. Unfortunately, years later, this is a problem that many young Asian Americans continue to face. How do you understand yourself in a diverse country that actively chooses to ignore your particular kind of diversity? At one point during my twenties, I took a long, dramatic look in the mirror and realized, *You will be Korean for the rest of your life*. As a teenager growing up in the Midwest, that thought made me cringe. Now, it makes me happy and deeply proud. My dream now as a 30-year-old is for our country to become a place where a cameo like mine would go completely unnoticed. And to see every third-grade teacher tell his or her students, "Keep your name. You don't have to change a thing."



Texts & Supporting Readings



In addition to the materials in this document, students will engage with third party, copyrighted materials as part of this unit. To see a list of those texts and their authors please visit:

<https://www.fishtanklearning.org/curriculum/ela/7th-grade/materials/>