



7TH GRADE **ELA**

# Student Materials

## **Unit 5** ***Exploring Identity:*** ***American Born*** ***Chinese***





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

Statement 3: Mainstream media and culture impact identity and sense of self.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 4: It's hard to avoid stereotypes because they are all around us and we often absorb them without being aware of them.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 5: Stereotypes can affect the way that people treat one another.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 6: If people don't think they have biases or believe in stereotypes, they won't be affected by them.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 7: Stereotypes can lead to ignorant language, assumptions, and behavior. It can be a frequent experience for young people of marginalized identities.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 8: We can and should combat stereotypes.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

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Statement 9: A person may try to reject aspects of their identity if they are made to feel alienated or different for being who they are.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
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<i>Response:</i>	<i>Response:</i>
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Statement 10: Graphic novels are not complex enough to be read in school.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
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<i>Response:</i>	<i>Response:</i>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 7–20

**Objective:** Explain how the author structures the graphic novel to convey the shift in Monkey King's perspective of himself.

1. How does the author use both imagery and illustrations to convey how the Monkey King is viewed by the residents of his kingdom? Cite evidence from the text to support your answer.

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2. How does the author structure the panels to reveal the difference between how the Monkey King sees himself and how the guard sees him?

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3. How does Yang structure the panels to convey the Monkey King's reaction to the guard on pages 16–19? How is this structure effective in conveying the mood?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Anticipation Guide

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Response:			Response:		
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<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
Response:			Response:		

Statement 3: Mainstream media and culture impact identity and sense of self.

**Before reading...**

Agree

Disagree

**After reading...**

Agree

Disagree

*Response:*

*Response:*

Statement 4: It's hard to avoid stereotypes because they are all around us and we often absorb them without being aware of them.

**Before reading...**

Agree

Disagree

**After reading...**

Agree

Disagree

*Response:*

*Response:*

Statement 5: Stereotypes can affect the way that people treat one another.

**Before reading...**

Agree

Disagree

**After reading...**

Agree

Disagree

*Response:*

*Response:*

Statement 6: If people don't think they have biases or believe in stereotypes, they won't be affected by them.

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<i>Response:</i>			<i>Response:</i>		

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<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

Statement 8: We can and should combat stereotypes.

<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
<i>Response:</i>			<i>Response:</i>		

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Statement 9: A person may try to reject aspects of their identity if they are made to feel alienated or different for being who they are.

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<i>Response:</i>	<i>Response:</i>
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<b>Before reading...</b>	Agree	Disagree	<b>After reading...</b>	Agree	Disagree
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<i>Response:</i>	<i>Response:</i>
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Where was Jin born? Where does he spend the first few years of his life?

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What does Jin say he wants to be when he grows up?

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How do the other students at Mayflower Elementary treat Jin when he first arrives? How does this make him feel?

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How does Jin initially treat Wei-Chen?

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By the end of the chapter, how does Jin feel about Wei-Chen?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 23–38

**Objective:** Explain how the author uses text, images, and structure to develop meaning in a graphic novel.

1. How does Yang structure the flashbacks at the beginning of this story to contribute to the plot?

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2. How does the use of angle brackets (< >) around some dialogue in the text help the reader understand Jin and his relationship with Wei-Chen?

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3. What does the structure of the first four panels on page 32 reveal about how Jin's life has changed since he moved?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Summarize the Chinese Exclusion Act.

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What events led to the Chinese Exclusion Act getting passed?

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What happened to the Chinese Exclusion Act? Is it still in place today?

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What connection is Chow making between the 1880s and today?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Article: [“As Chinese Exclusion Act Turns 135, Experts Point To Parallels Today”](#) by Kat Chow
- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 23–40

**Objective:** Determine the author's perspective on the legacy of the Chinese Exclusion Act on Immigration in America and her purpose for writing the article.

1. Why does Chow include the image "A Statue for Our Harbor" in her article?

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2. According to Chow, what was the Chinese Exclusion Act?

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3. How is the historical context of the Chinese Exclusion Act relevant to *American Born Chinese*?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What is the background of the writer of this essay?

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Where does Pow say that they see many stereotypes about Asian people presented?

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How do these stereotypes make them feel?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Article: [“That's Not Who I Am: Calling Out and Challenging Stereotypes of Asian Americans”](#) by Whitney Pow

**Objective:** Analyze the author's perspective and purpose for writing a text.

1. What is the impact of the list in paragraph 1 on the author's tone?

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2. How does the author's language convey their tone? Cite evidence from the text to support your answer.

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3. What is Pow's perspective on how stereotypes of Asian Americans have affected the way that others view and treat them?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is the protagonist in this chapter? (*American Born Chinese*)

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Who is Chin-Kee? (*American Born Chinese*)

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How does Danny feel about Chin-Kee and why does he feel this way? (*American Born Chinese*)

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What are elements of traditional sitcoms? ("Heart and Humor")

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How has representation in sitcoms progressed in the last 100 years, and what challenges do sitcoms still face today? ("Heart and Humor")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 43–52
- Article: [“That's Not Who I Am: Calling Out and Challenging Stereotypes of Asian Americans”](#) by Whitney Pow
- Article: [“Heart and Humor: How American Sitcoms Reflect Society”](#) by Fishtank Staff

**Objective:** Explain how the author uses the structure of a sitcom to create meaning in *American Born Chinese*.

1. What is the author's perspective about the role of sitcoms in society in "Heart and Humor: How American Sitcoms Reflect Society"?

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2. How do pages 43–52 in *American Born Chinese* follow the structure of a traditional American sitcom? Cite evidence from both texts to support your answer. ("Heart and Humor" & *American Born Chinese*)

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3. How does Yang's commentary about the harm of Asian stereotypes compare to Pow's commentary? Use evidence from Yang's illustrations in your response. (*American Born Chinese* & "That's Not Who I Am")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What skills does the Monkey King cultivate or develop in his royal chamber?

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What is his new name?

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What does the Monkey King do to convince the other deities that he has changed?

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Who is Tze-Yo-Tzuh?

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What does Tze-Yo-Tzuh do to the Monkey King at the end of this chapter?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 55–84

**Objective:** Contrast different characters' perspectives and explain how the author develops them through the structure of the graphic novel.

1. What does the Monkey King's physical transformation in the illustrations reveal about his perspective of himself?

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2. How does Yang develop the Great Sage's perspective of Tze-Yo-Tzuh? Cite evidence from the text to support your answer.

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3. How does Yang structure the frames on pages 71–78 to reveal that Tze-Yo-Tzuh is "ever present" (p. 77)?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is Amelia?

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Who is Wei-Chen dating?

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What does Jin do to his hair?

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How do Amelia and Wei-Chen end up having a long conversation, and what do they talk about?

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What does Jin do at the end of this chapter?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 87–106

**Objective:** Explain how characters' behavior and beliefs are shaped by events, settings, and other characters in *American Born Chinese*.

1. How does Amelia's presence impact Jin's thoughts, emotions, and behavior? Provide examples to support your answer.

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2. How does Greg's presence impact Jin's thoughts, emotions, and behavior? Provide examples to support your answer.

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3. How does Yang structure the first and third panels on page 96 to show how context changes the meaning and impact of laughter?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does Chin-Kee feel about attending an American school with Danny?

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How does Chin-Kee behave at school?

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What happened in the past when Chin-Kee came to school with Danny? What is Danny worried will happen at this school?

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## List of Asian American Pacific Islander (AAPI) Individuals

<a href="#">Anna May Wong</a>	The first Chinese-American movie star who challenged stereotypes in film
<a href="#">Kalpana Chawla</a>	The first woman of Indian heritage in space who inspired future scientists and explorers
<a href="#">Yuri Kochiyama</a>	A civil rights activist
<a href="#">Bruce Lee</a>	A martial artist and actor who transformed action films and popularized martial arts worldwide
<a href="#">Duke Kahanamoku</a>	An Olympic gold medalist in swimming who helped popularize surfing
<a href="#">Grace Lee Boggs</a>	A civil rights activist who spent decades fighting for social justice and community change in the U.S.
<a href="#">Dalip Singh Saund</a>	The first Asian American elected to Congress, breaking major political barriers
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<a href="#">Sui Sin Far</a>	One of the first Chinese North American writers to share stories about Chinese immigrant life

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Informational Multi-Paragraph Outline

**Prompt:**

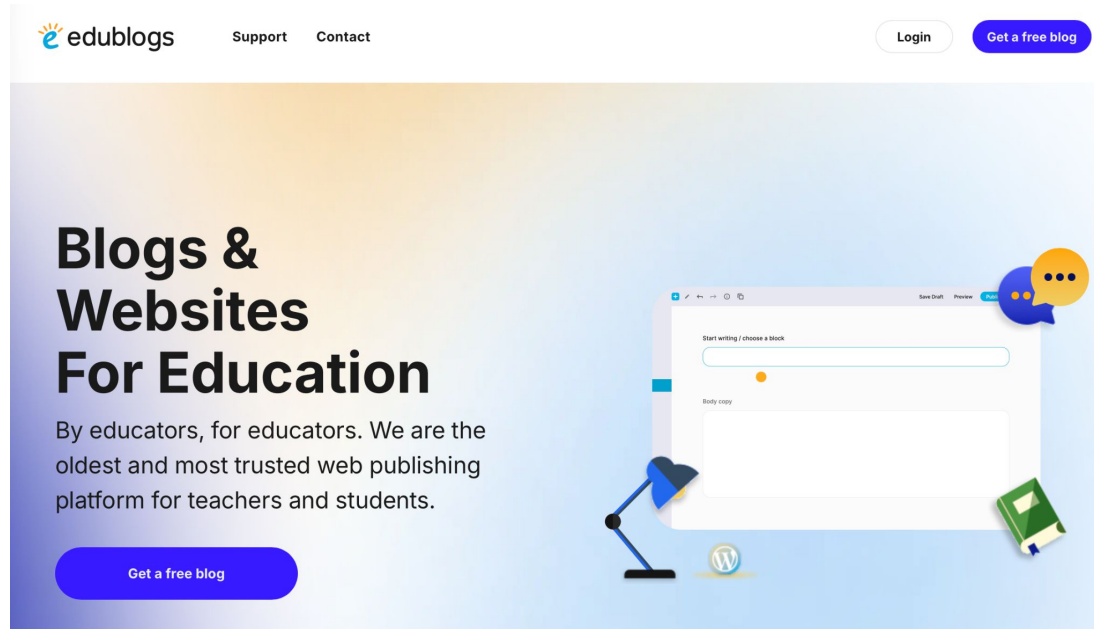
Introductory Sentence:	
Topic 1:	Topic Sentence: _____ _____ _____  Supporting Details: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
Topic 2:	Topic Sentence: _____ _____ _____  Supporting Details: <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

Topic 3 (Optional):	<p data-bbox="488 233 698 268">Topic Sentence:</p> <hr data-bbox="488 310 1511 315"/> <hr data-bbox="488 365 1511 369"/> <hr data-bbox="488 420 1511 424"/> <p data-bbox="488 499 735 535">Supporting Details:</p> <ul data-bbox="537 583 557 768" style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
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# Directions to Create an Edublog

# Create an Account

1. Go to [www.edublogs.org](https://www.edublogs.org) and create a free blog for your class.

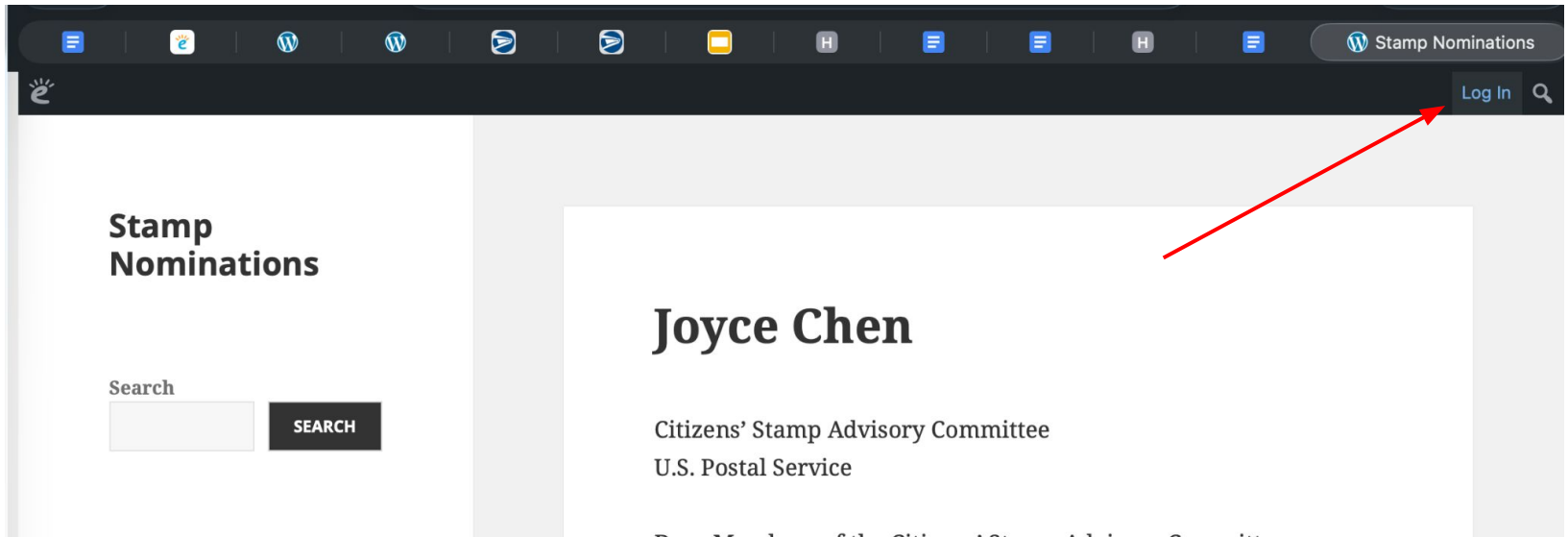


# Share Link

2. Share the unique hyperlink to your class's blog with the class.

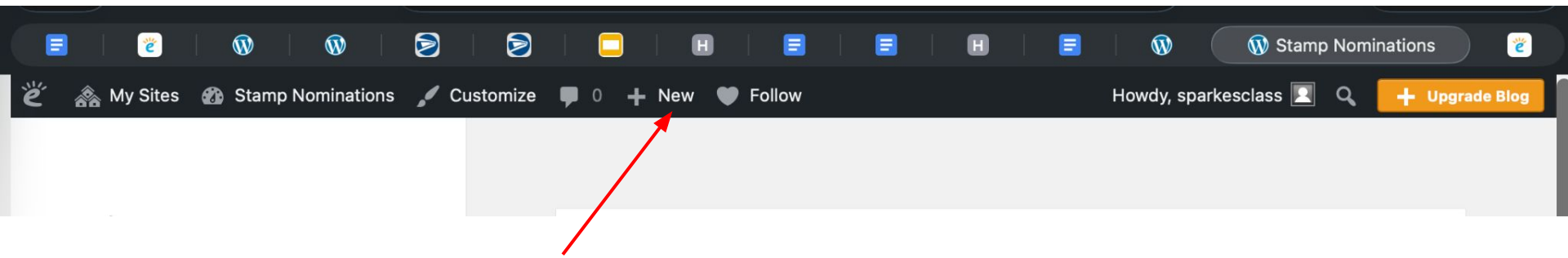
# Have Students Log In

3. Have students click the "Log In" button in the upper right hand corner to log into the blog and be able to post. Students will use their student email to log in.



# Create a Blog Post

4. Click "New" to create a new blog post.

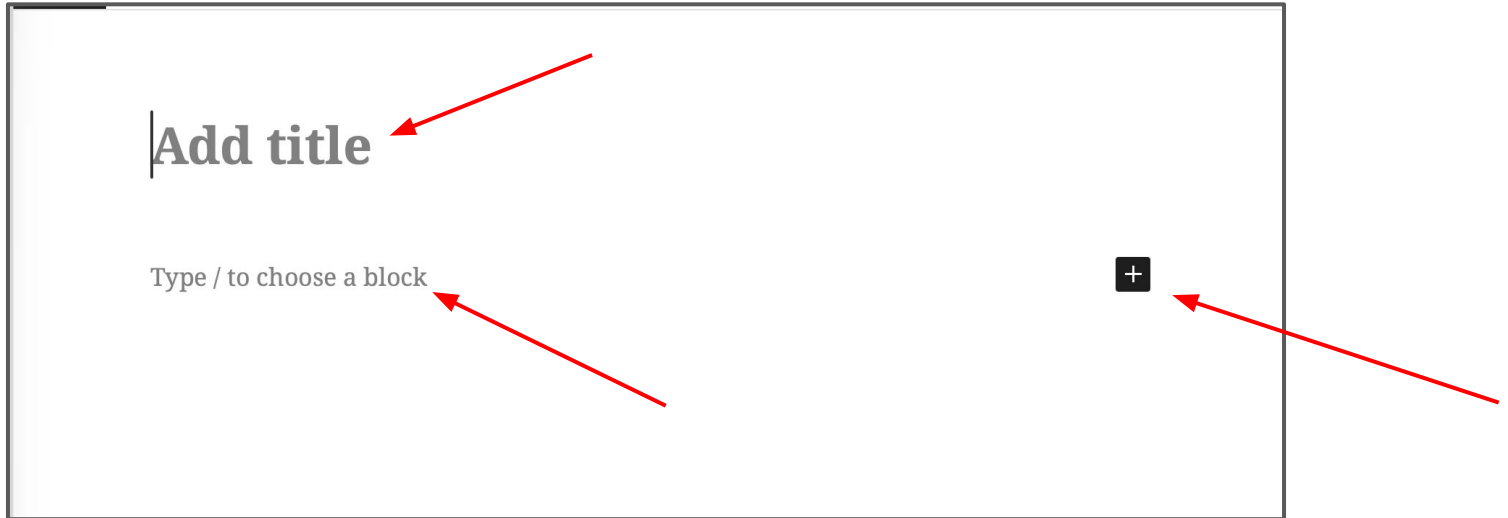


# Format and Add Content to the Blog Post

5. Add the individual's name as the title.

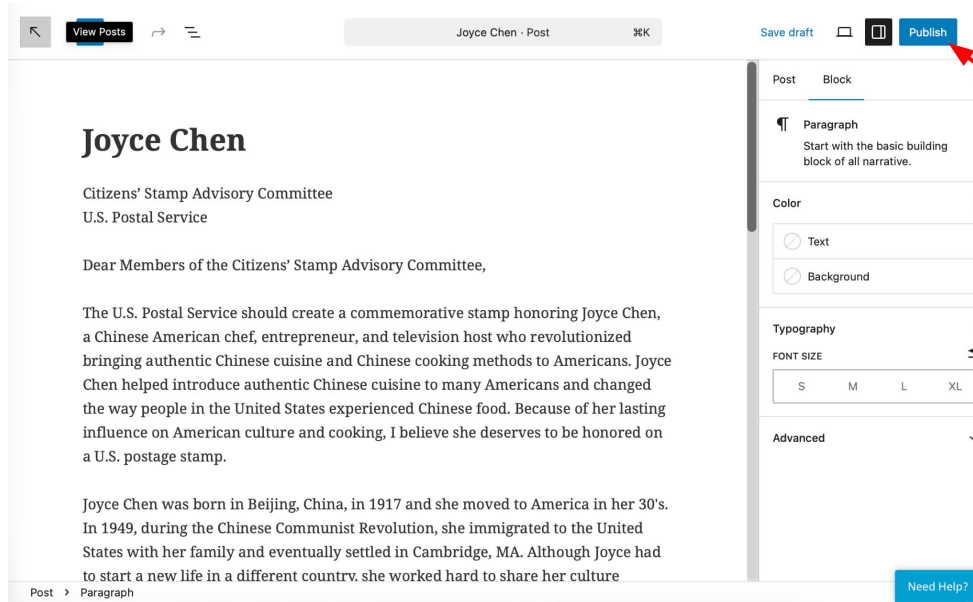
Then copy paste the text from the letter into the blog.

If you created a visual for your stamp, click the "+" button to add an image.



# Publish Blog

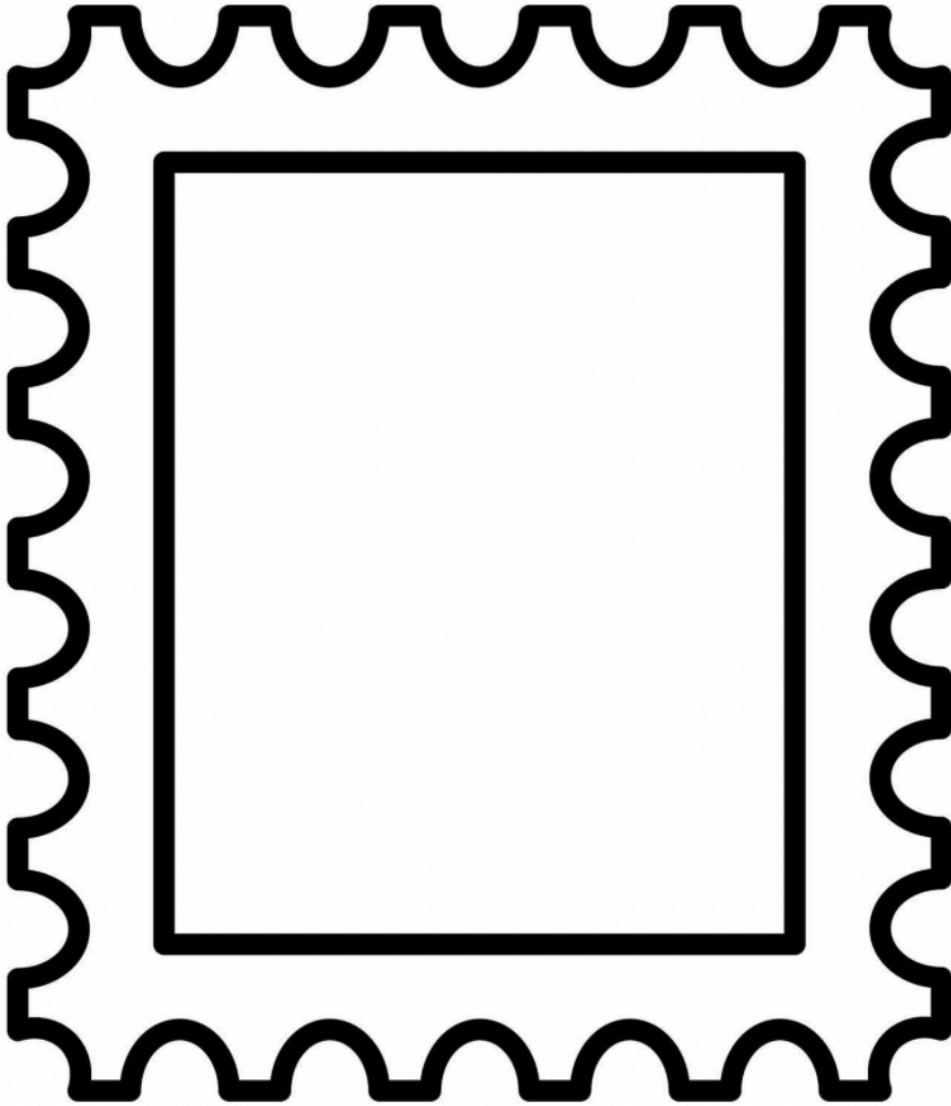
6. Once you have uploaded all the content to the blog, click "Publish" to make the site accessible to other students with access to the blog.



The screenshot shows a web editor interface for a blog post. At the top, there is a navigation bar with a "View Posts" button, a breadcrumb trail "Joyce Chen · Post", and a "Publish" button. A red arrow points to the "Publish" button. The main content area displays the title "Joyce Chen" and the subtitle "Citizens' Stamp Advisory Committee U.S. Postal Service". The body text begins with "Dear Members of the Citizens' Stamp Advisory Committee," followed by a paragraph about the U.S. Postal Service creating a commemorative stamp for Joyce Chen. The right sidebar contains editing tools for "Paragraph", "Color", and "Typography". A "Need Help?" button is located at the bottom right of the editor.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Stamp Template



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Stamp Advisory Committee Note Catcher

Name:
Extraordinary and Enduring Contributions • •
Notes:

Name:
Extraordinary and Enduring Contributions • •
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Extraordinary and Enduring Contributions • •
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Notes:

<b>Who do you nominate?</b>	<b>Why?</b>
1.	
2.	
3.	





## List of Asian American Pacific Islander (AAPI) Individuals

<a href="#">Anna May Wong</a>	The first Chinese-American movie star who challenged stereotypes in film
<a href="#">Kalpana Chawla</a>	The first woman of Indian heritage in space who inspired future scientists and explorers
<a href="#">Yuri Kochiyama</a>	A civil rights activist
<a href="#">Bruce Lee</a>	A martial artist and actor who transformed action films and popularized martial arts worldwide
<a href="#">Duke Kahanamoku</a>	An Olympic gold medalist in swimming who helped popularize surfing
<a href="#">Grace Lee Boggs</a>	A civil rights activist who spent decades fighting for social justice and community change in the U.S.
<a href="#">Dalip Singh Saund</a>	The first Asian American elected to Congress, breaking major political barriers
<a href="#">Patsy Takemoto Mink</a>	Helped create Title IX, expanding equal opportunities for women in education and sports
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<a href="#">Larry Itliong</a>	A Filipino American labor leader who co-led the Delano grape strike
<a href="#">Chien-Shiung Wu</a>	A groundbreaking scientist whose work changed the field of physics
<a href="#">Daniel Inouye</a>	A decorated WWII veteran and longtime senator who served Hawaii for many years
<a href="#">Sui Sin Far</a>	One of the first Chinese North American writers to share stories about Chinese immigrant life



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Informational Multi-Paragraph Outline

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Introductory Sentence:	
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Informational Multi-Paragraph Outline

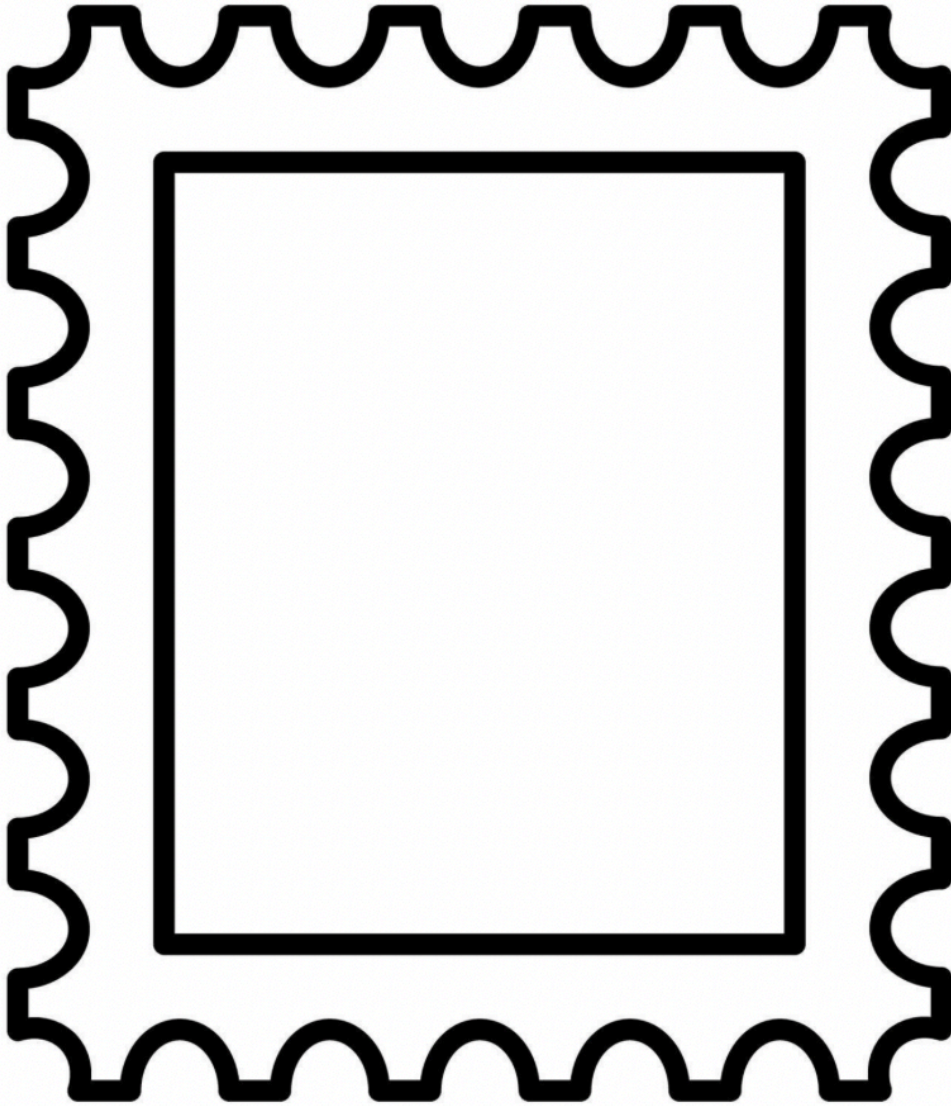
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Stamp Template

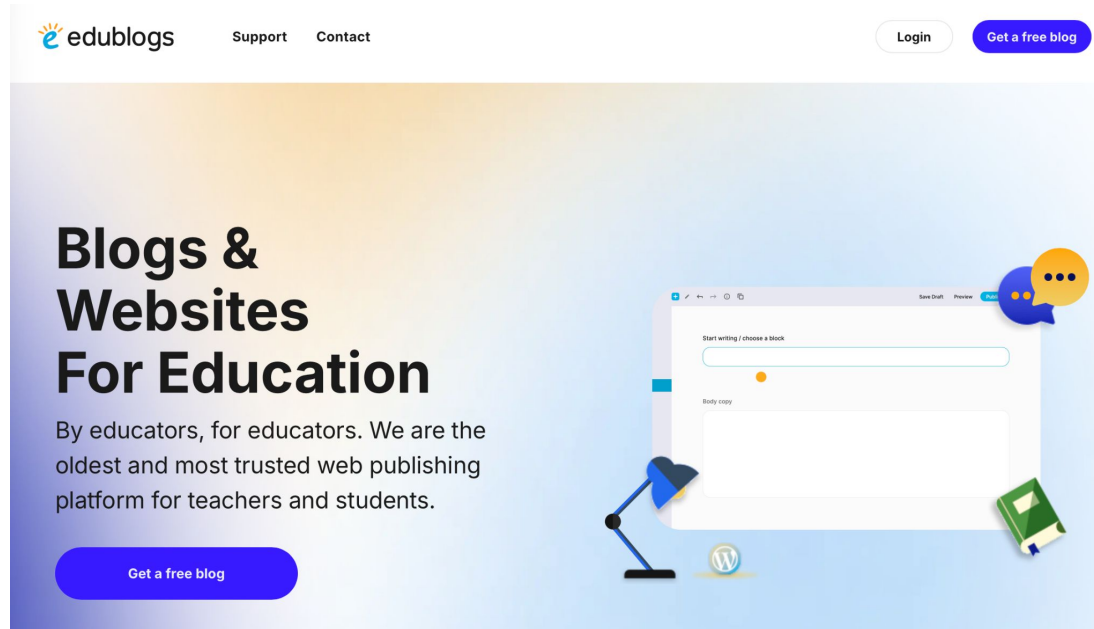




# Directions to Create an Edublog

# Create an Account

1. Go to [www.edublogs.org](https://www.edublogs.org) and create a free blog for your class.

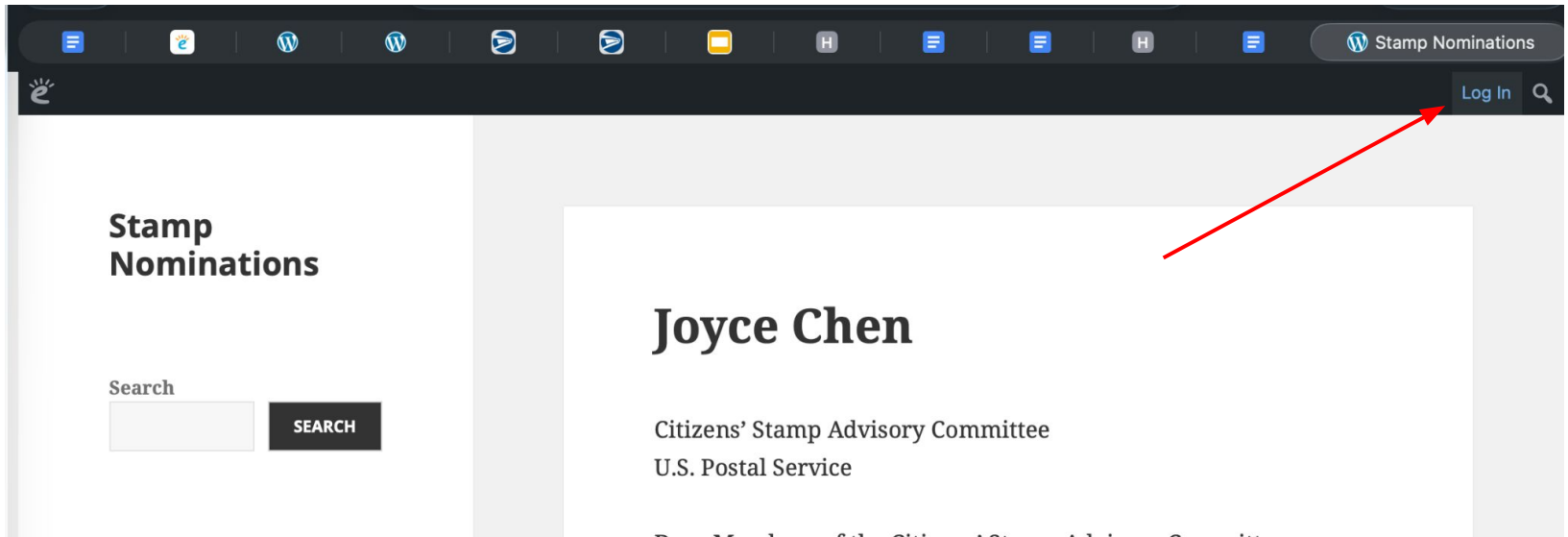


# Share Link

2. Share the unique hyperlink to your class's blog with the class.

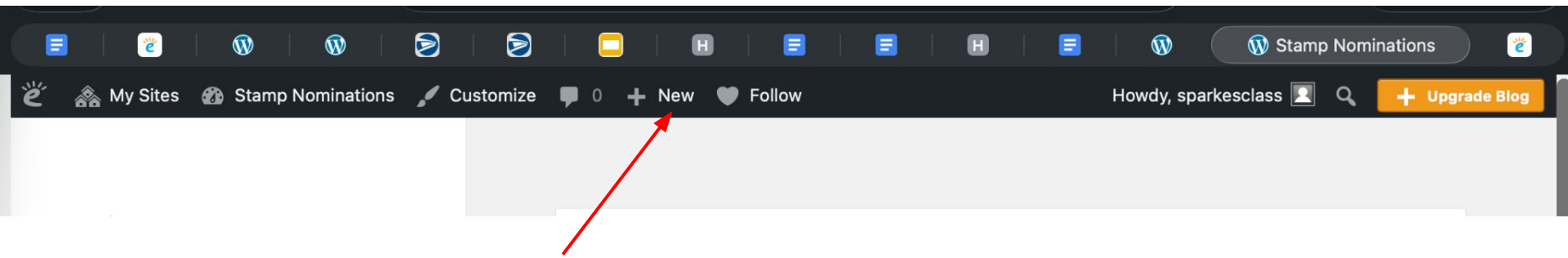
# Have Students Log In

3. Have students click the "Log In" button in the upper right hand corner to log into the blog and be able to post. Students will use their student email to log in.



# Create a Blog Post

4. Click "New" to create a new blog post.

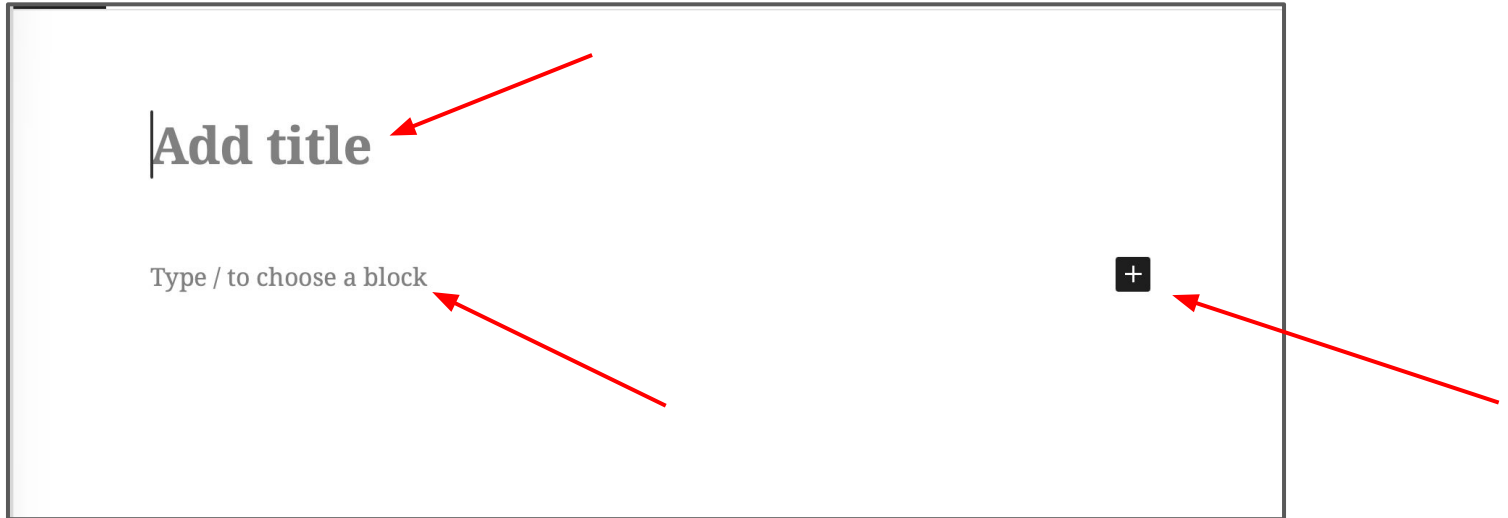


# Format and Add Content to the Blog Post

5. Add the individual's name as the title.

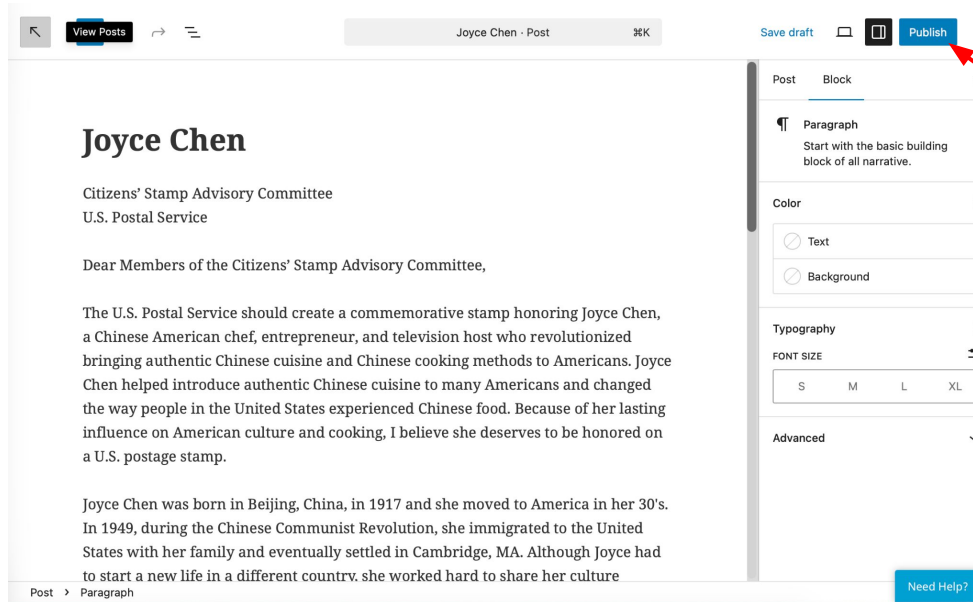
Then copy paste the text from the letter into the blog.

If you created a visual for your stamp, click the "+" button to add an image.



# Publish Blog

6. Once you have uploaded all the content to the blog, click "Publish" to make the site accessible to other students with access to the blog.



The screenshot shows a web-based editor for a blog post. At the top, there's a navigation bar with a 'View Posts' button, a breadcrumb trail 'Joyce Chen · Post', and a 'Publish' button. A red arrow points to the 'Publish' button. Below the navigation, the main content area displays the title 'Joyce Chen', the author 'Citizens' Stamp Advisory Committee', and the U.S. Postal Service affiliation. The post content begins with 'Dear Members of the Citizens' Stamp Advisory Committee,' followed by a paragraph about the U.S. Postal Service honoring Joyce Chen. The right sidebar contains editing options for 'Paragraph', 'Color' (Text and Background), 'Typography' (Font Size: S, M, L, XL), and 'Advanced'. A 'Need Help?' button is located at the bottom right of the editor.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Stamp Advisory Committee Note Catcher

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<b>Who do you nominate?</b>	<b>Why?</b>
1.	
2.	
3.	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

How does Chin-Kee feel about attending an American school with Danny?

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How does Chin-Kee behave at school?

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What happened in the past when Chin-Kee came to school with Danny? What is Danny worried will happen at this school?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 109–130

**Objective:** Identify and contrast different characters' perspectives and explain how the author develops them.

1. How do Danny's teachers' perspectives of Chin-Kee differ from Danny's? Provide examples from the text.

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2. What does panel 1 on page 125 reveal about Danny's perspective?

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3. How does the line, "By the time he leaves, no one thinks of me as Danny anymore. I'm Chin-Kee's cousin" (p. 127) develop Yang's commentary on Asian American stereotypes?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Who is Wong Lai-Tsao?

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What mission does Tze-Yo-Tzuh give to Wong Lai-Tsao?

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What does Wong Lai-Tsao ask the Monkey King to do?

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Why does the Monkey King ultimately decide to help Wong Lai-Tsao?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 133–160

**Objective:** Identify themes and explain how the author structures the panels to develop the themes over the course of a chapter.

1. How does Yang use Wong Lai-Tsao's character to develop the thematic topic of devotion?

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2. How does Yang structure pages 143–160 to develop the thematic topic of self-acceptance?

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3. What is significant about the third panel on page 159 and the first panel on page 160?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What does Jin ask Wei-Chen to do for him at the beginning of this chapter?

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How does Jin's date with Amelia go, and how does he feel after the date?

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What does Greg ask Jin to do?

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What does Suzy tell Jin when they are sitting together on a bench, and what does Jin do?

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How does Wei-Chen respond when he finds out?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 163–198

**Objective:** Explain how characters' behavior and beliefs are shaped by events, societal factors, and by other characters.

1. What does Wei-Chen's behavior on pages 163–176 reveal about him and his friendship with Jin? Cite evidence from the text to support your answer.

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2. What impact does Jin's conversation with Greg have on Jin? Cite evidence from the text to support your answer.

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3. How does Jin respond to Wei-Chen's statement, "We're brothers, Jin. We're blood" (p. 190)? Why does he most likely respond this way?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What happens when Danny enters the library?

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How does Chin-Kee respond after Danny punches him?

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Describe the transformations that occur in this chapter.

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Describe the relationship between Wei-Chen and the Monkey King.

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What happens in the restaurant scene at the end of the book?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Book: [American Born Chinese](#) by Gene Luen Yang — pp. 201–233

**Objective:** Analyze how the author structures the climax and resolution of the novel to reveal a theme of *American Born Chinese*.

1. How does Yang structure the panels to build the rising action to the climax in panel 1 on page 213?

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2. What does panel 1 on page 214 symbolize?

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3. Summarize the conversation between Jin and the Monkey King on pages 215–221.

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4. How does Yang structure the restaurant scene as the resolution of the novel?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

What was Yang's passion and interest from a young age? How has he turned it into a career? ("This Chinese-American Cartoonist ...")

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What is the connection between *American Born Chinese* and Yang's own life? ("This Chinese-American Cartoonist ...")

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Why did Yang choose a graphic novel to be the genre for his story? ("This Chinese-American Cartoonist ...")

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What does Yang want to highlight about Asian American stereotypes through *American Born Chinese*? ("This Chinese-American Cartoonist ...")

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How does Yang describe his journey to publishing *American Born Chinese*? (*American Born Chinese*)

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What universal experience does Yang discuss in the Afterword, and how did it motivate him to write *American Born Chinese*? (*American Born Chinese*)

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

- Article: "[This Chinese American cartoonist forces us to face racist stereotypes](#)" by Joshua Barajas
- Book: [American Born Chinese](#) by Gene Luen Yang — Afterword

**Objective:** Analyze the author's purpose for writing *American Born Chinese*.

1. What experiences in Gene Luen Yang's life most significantly influenced the content of *American Born Chinese*? Cite evidence from the text to support your answer. ("This Chinese-American Cartoonist ...")

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2. What motivated Yang to create the character of Chin-Kee, and how does he feel about the character today? Cite evidence from the text to support your answer. ("This Chinese-American Cartoonist ...")

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3. How does Yang address a theme about the universal experience of being an outsider? (*American Born Chinese* & "This Chinese-American Cartoonist . . . ")

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Where do stereotypes come from, and how do they affect people?

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What might motivate a person to reject aspects of their identity, and what are the risks of doing so?

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How can individuals stay true to themselves in the face of judgment from others?

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Would this story have been as impactful if it were written as a traditional novel? Why or why not?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Today's Materials:**

**Objective:** Engage in a Socratic Seminar with peers, demonstrating a deep understanding of the text and topic by posing and responding to questions and providing evidence to support ideas.

1. Where do stereotypes come from, and how do they affect people?

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2. What might motivate a person to reject aspects of their identity, and what are the risks of doing so?

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3. How can individuals stay true to themselves in the face of judgment from others?

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4. Would this story have been as impactful if it were written as a traditional novel? Why or why not?

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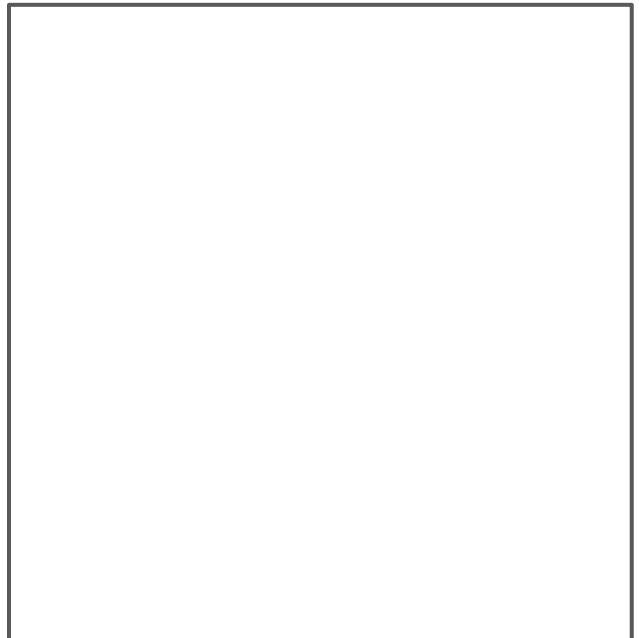
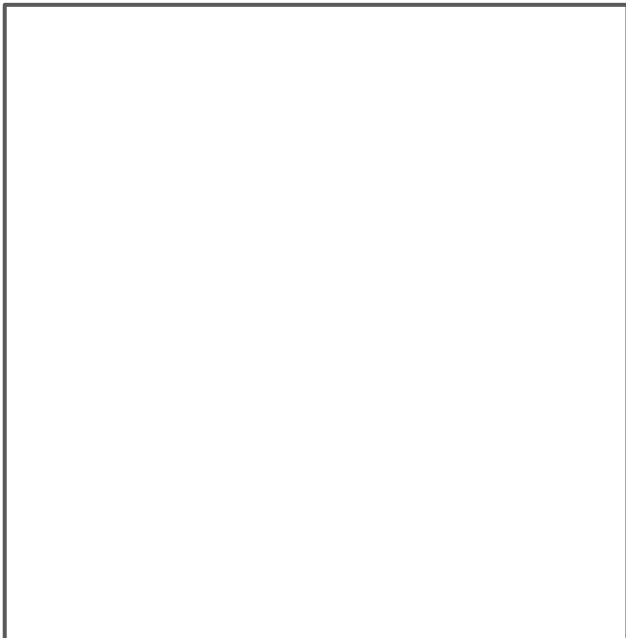
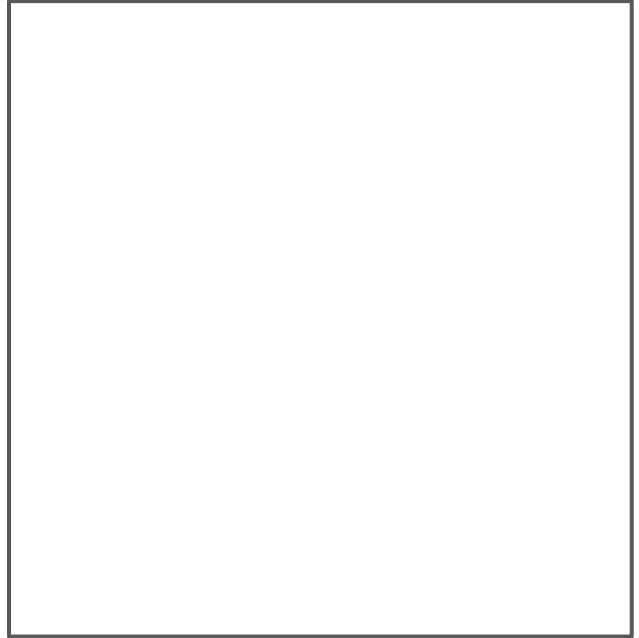
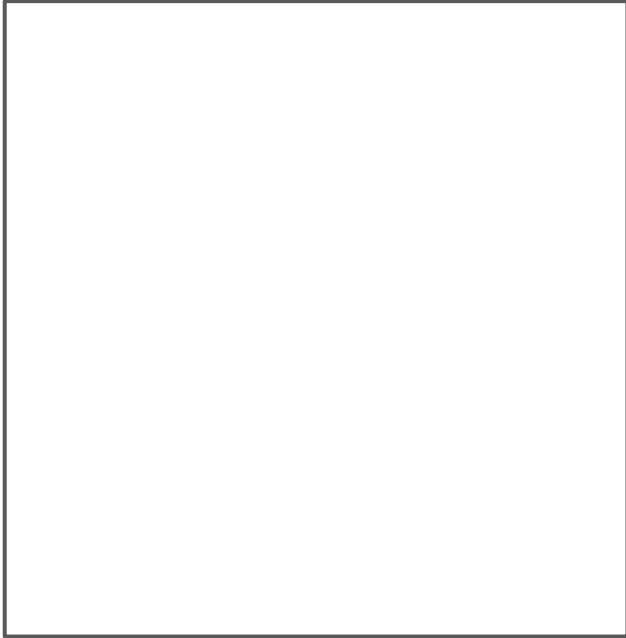
# Sequence of Events Graphic Organizer

Which unanswered question will your ending address?

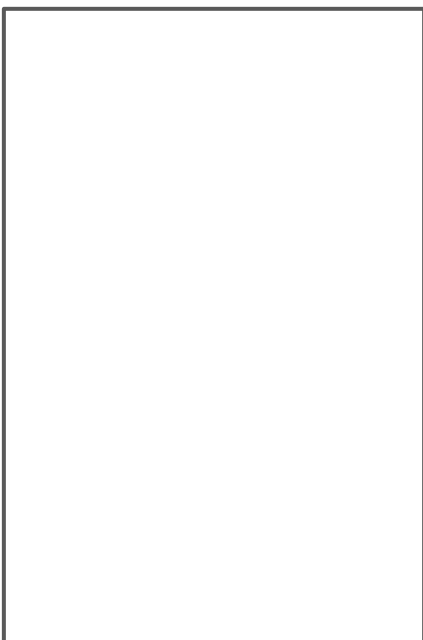
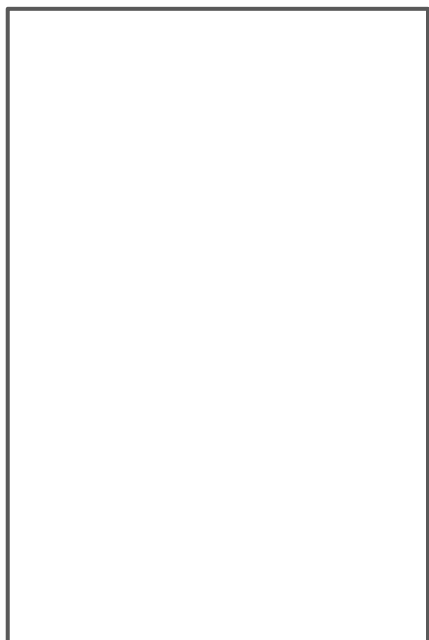
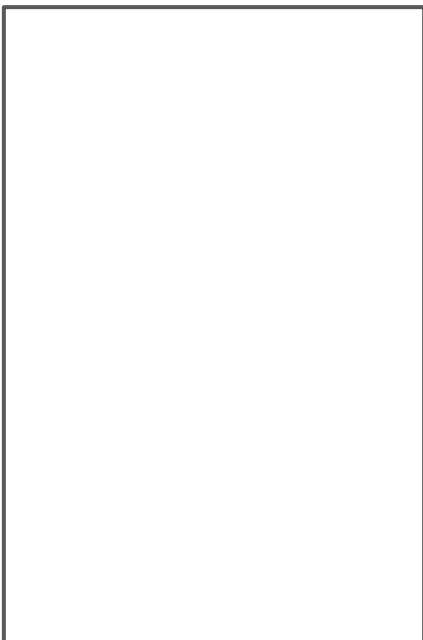
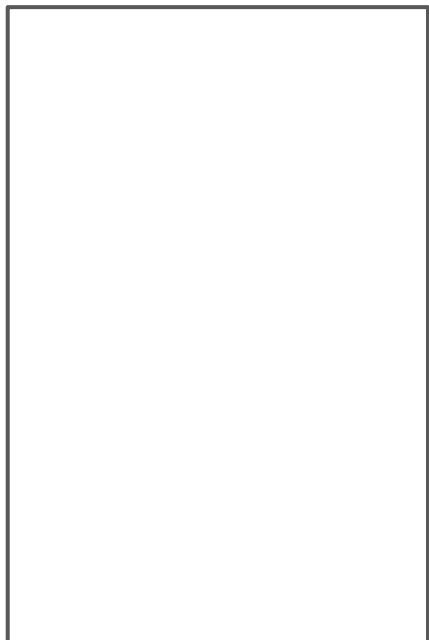
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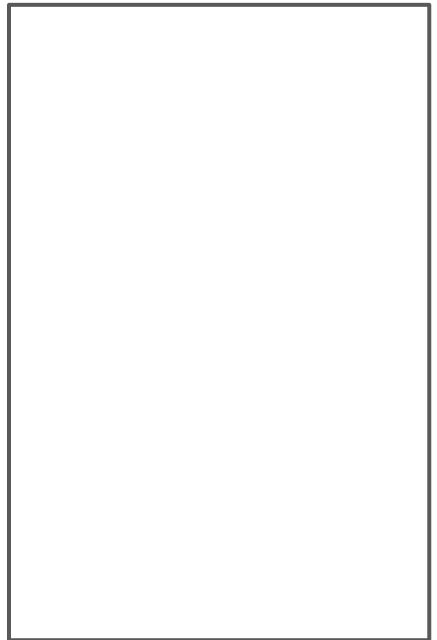
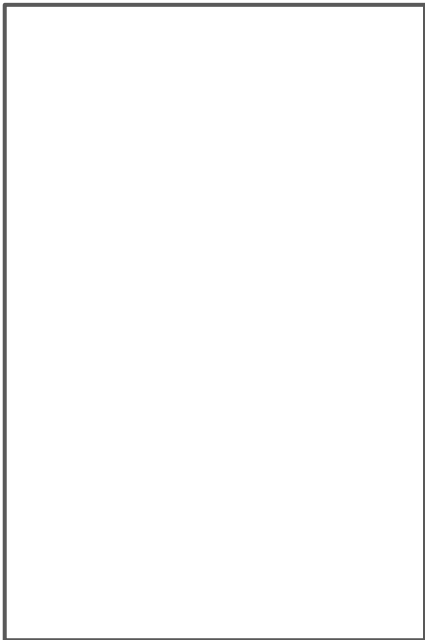
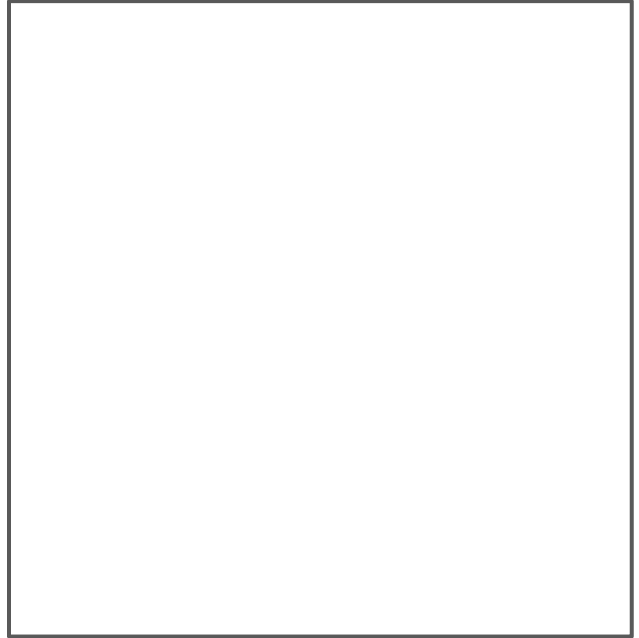
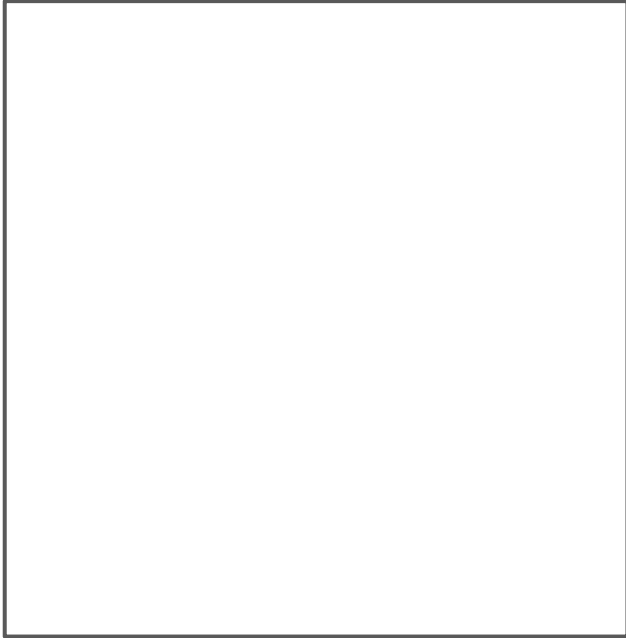
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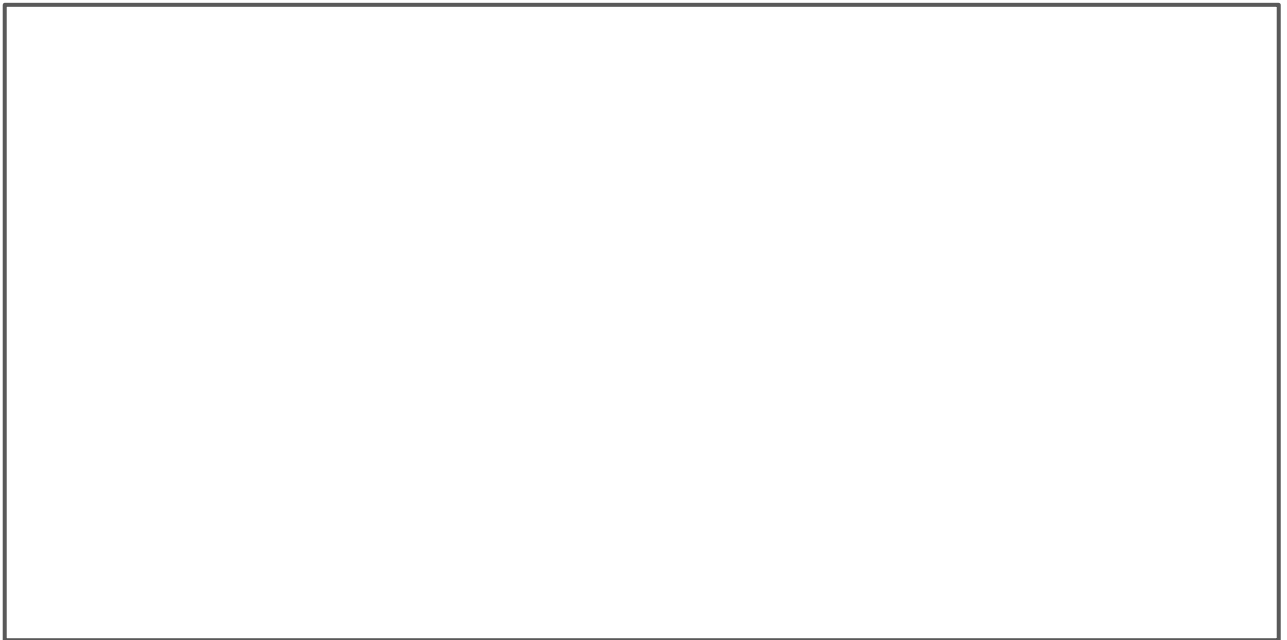
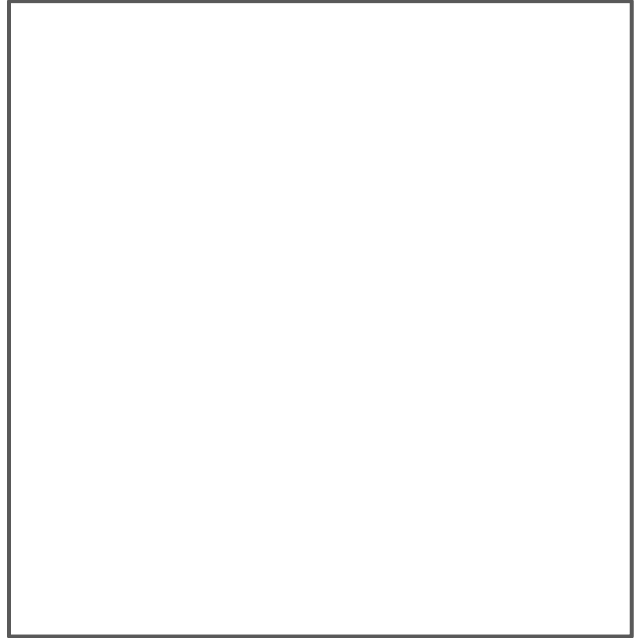
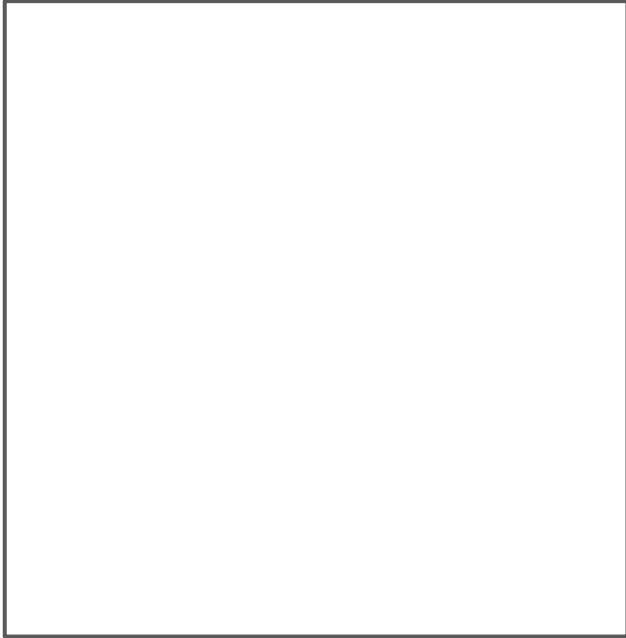
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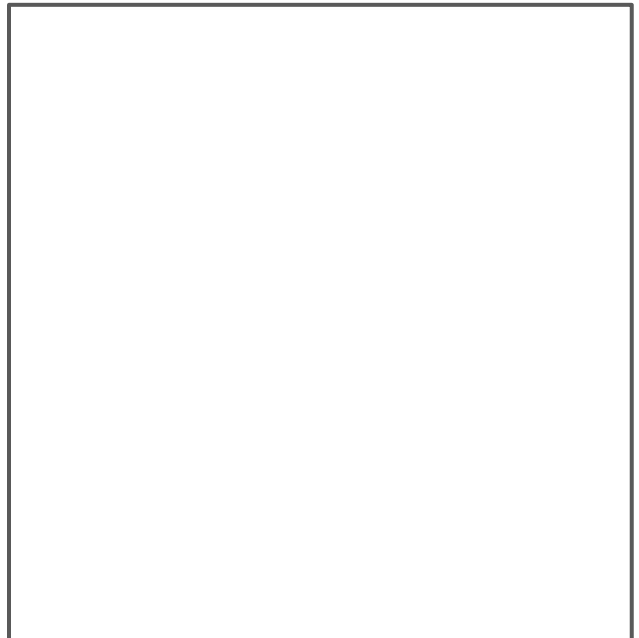
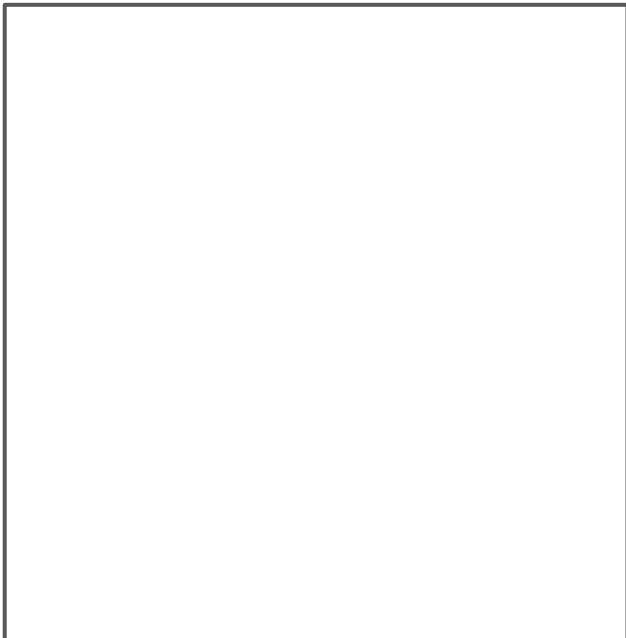
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# Sequence of Events Graphic Organizer

Which unanswered question will your ending address?

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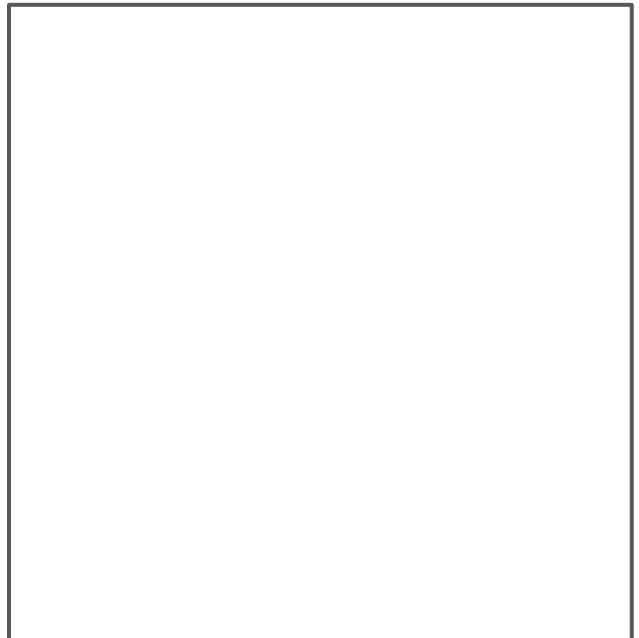
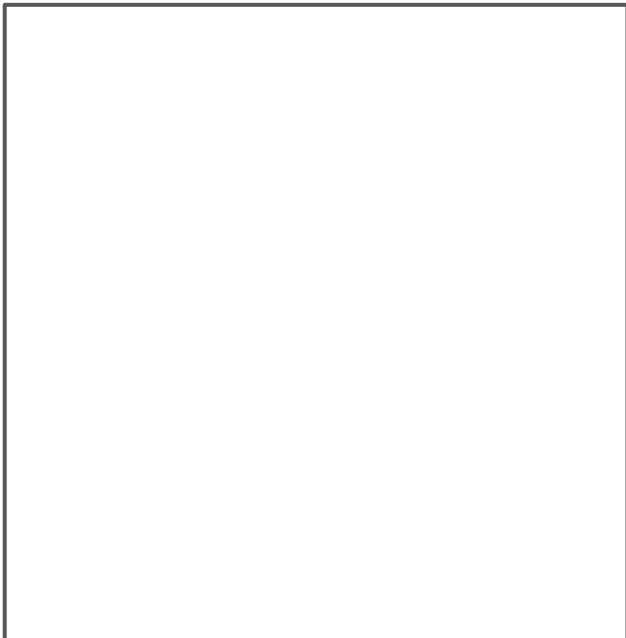
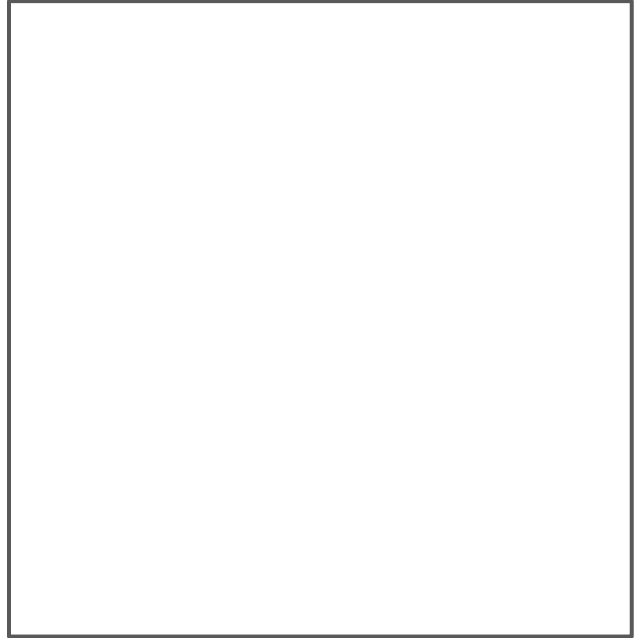
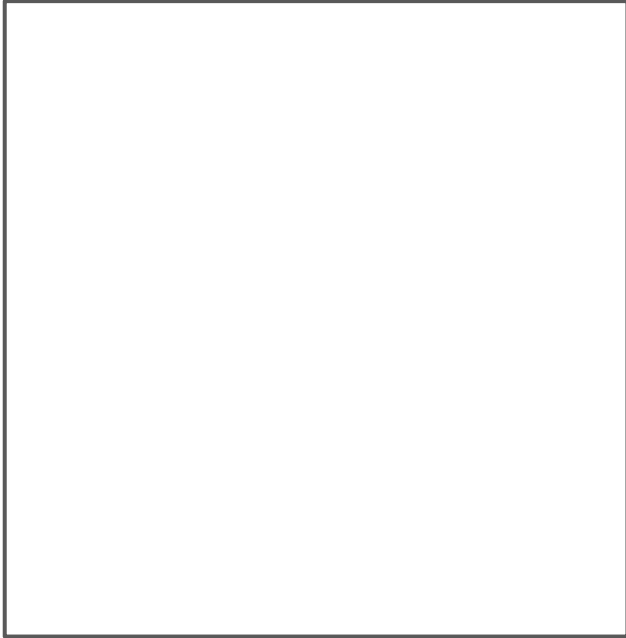
# Sequence of Events Graphic Organizer

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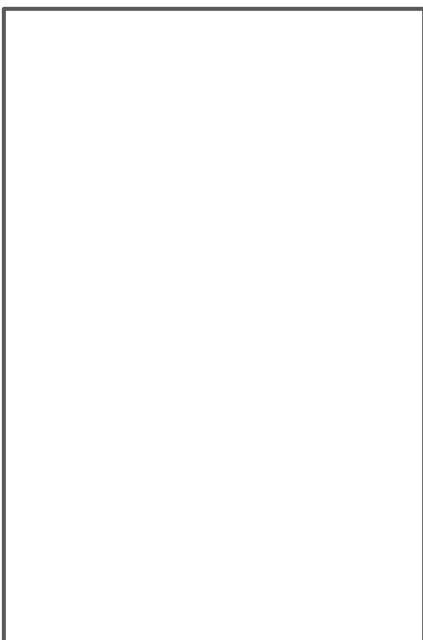
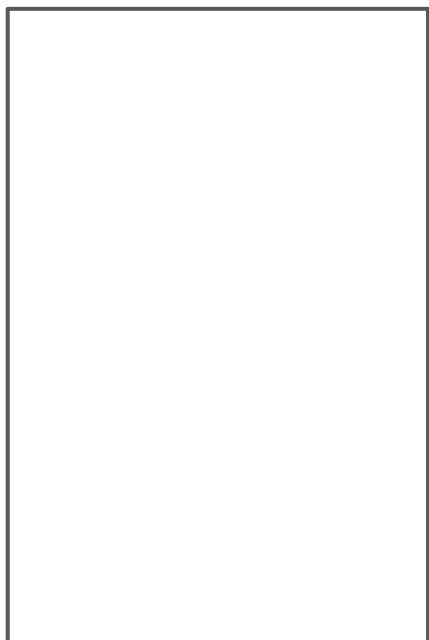
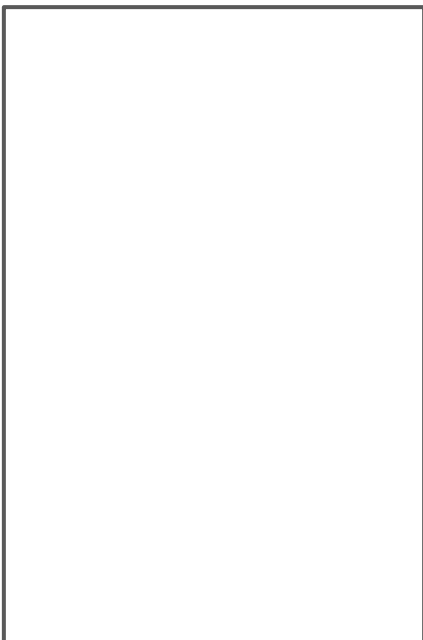
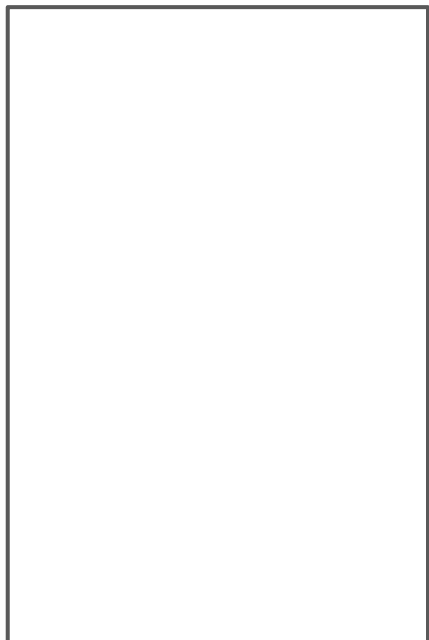
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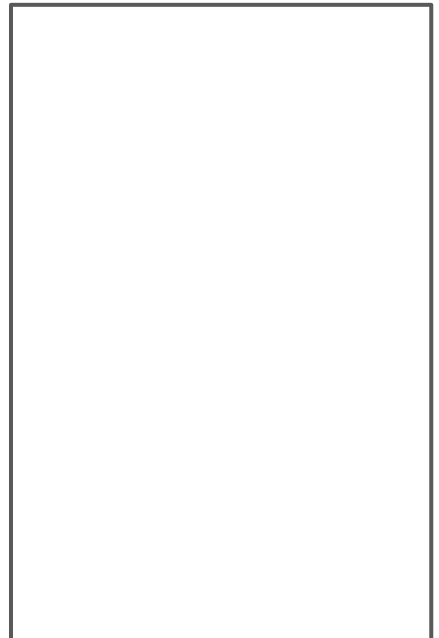
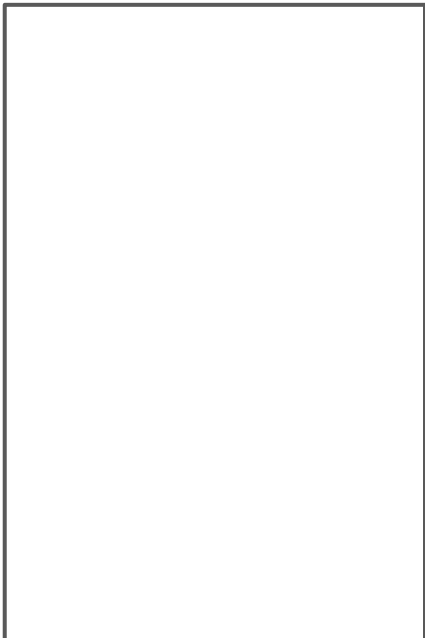
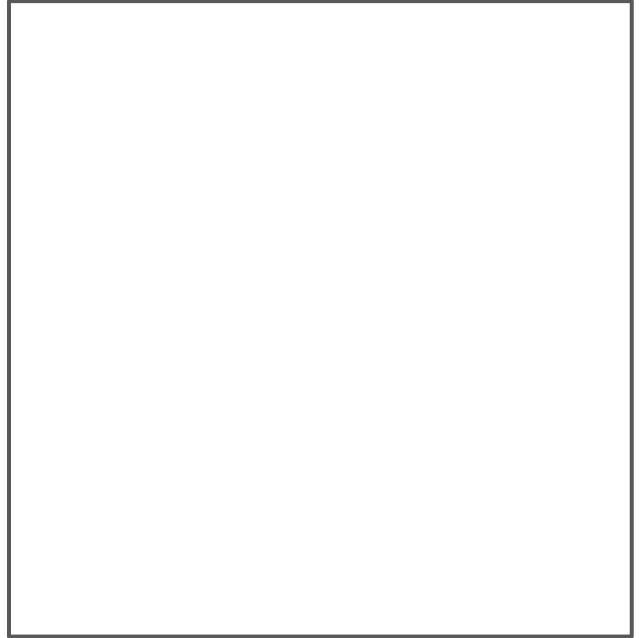
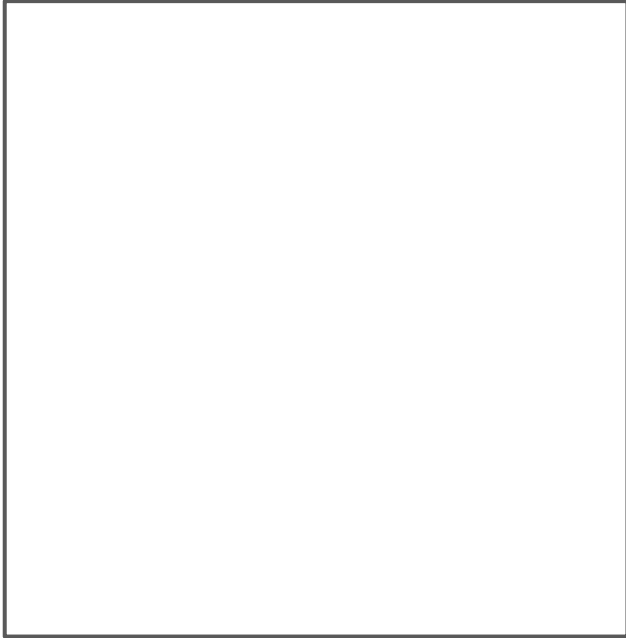
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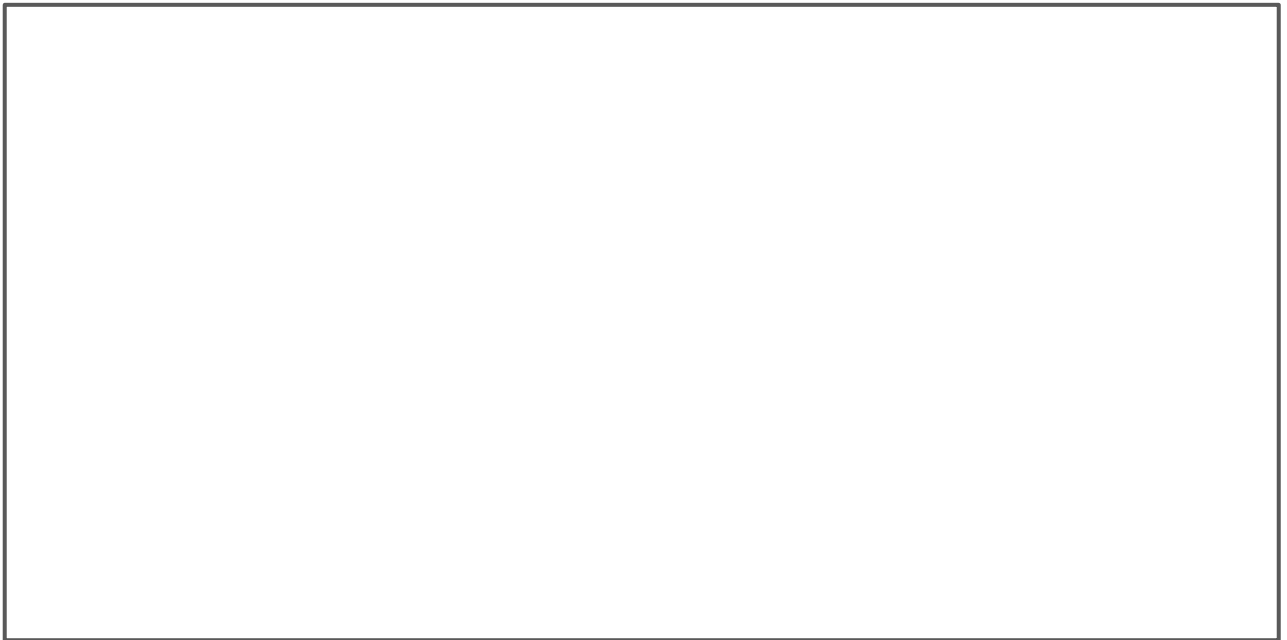
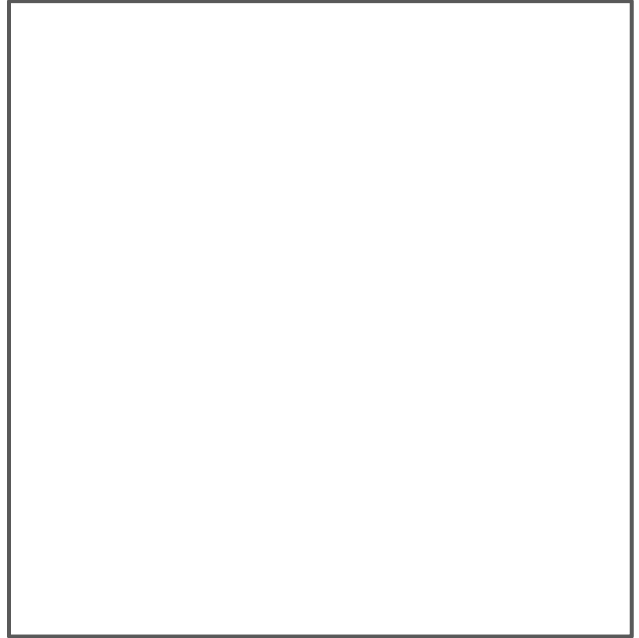
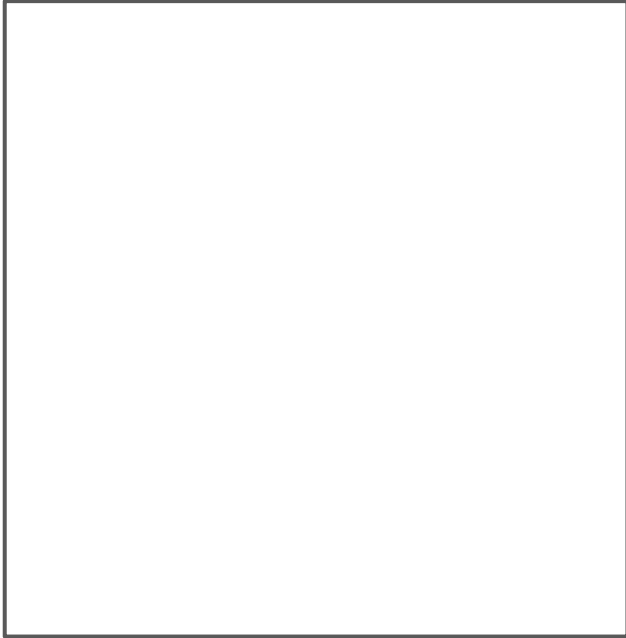
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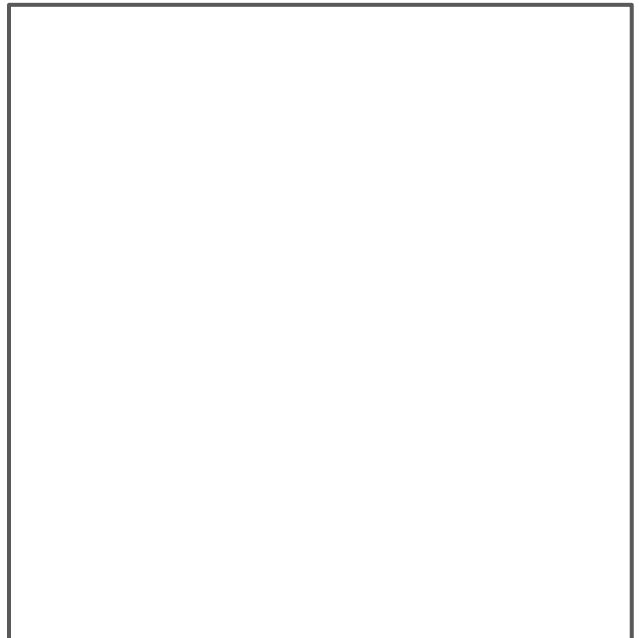
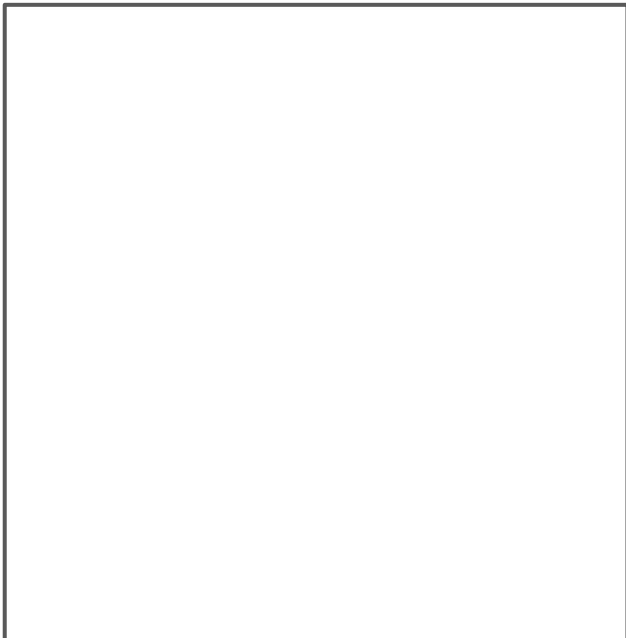
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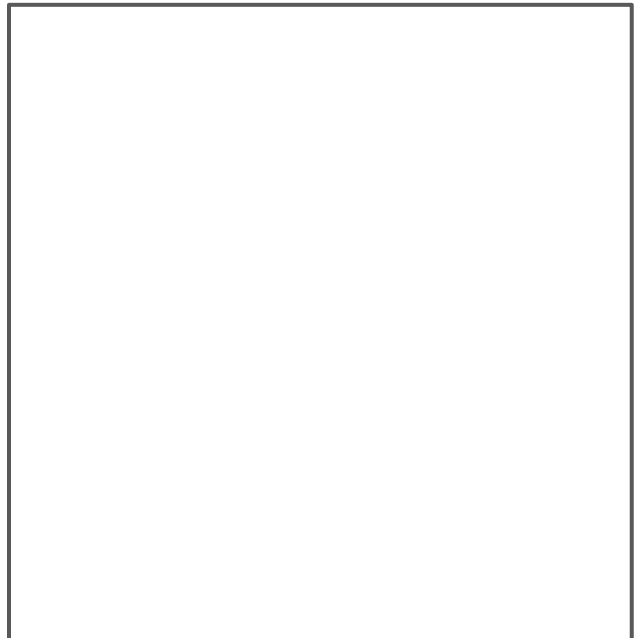
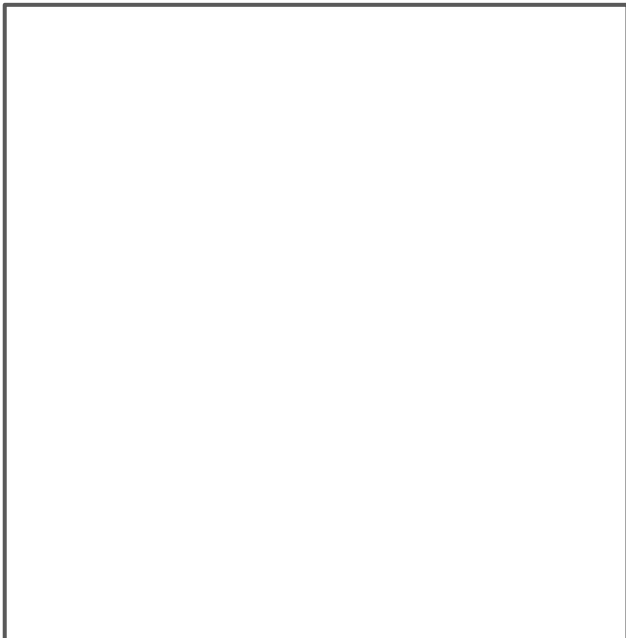
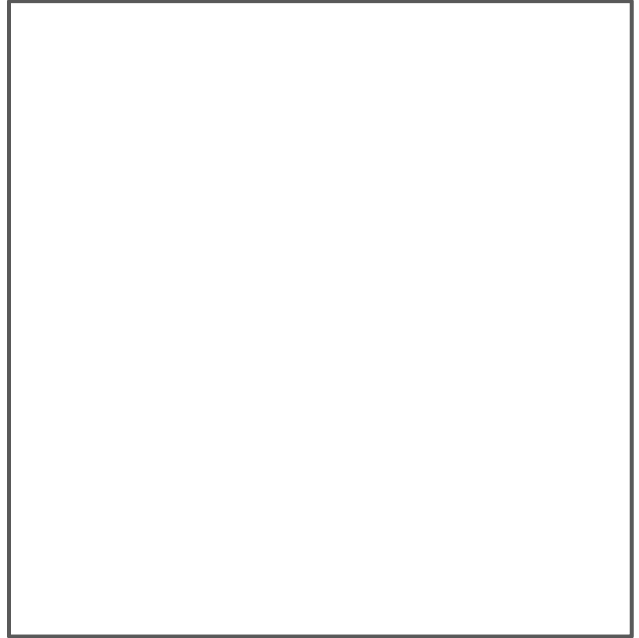
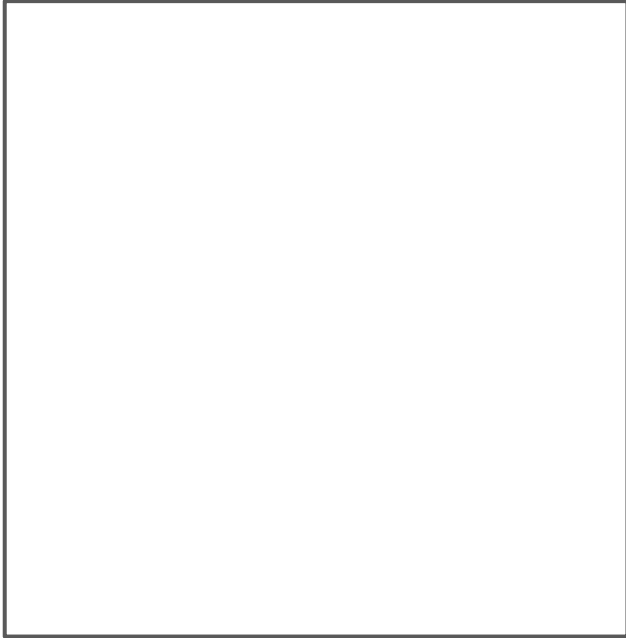
# Sequence of Events Graphic Organizer

Which unanswered question will your ending address?

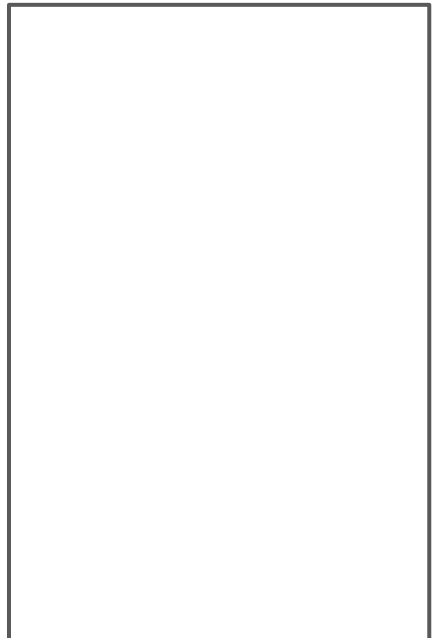
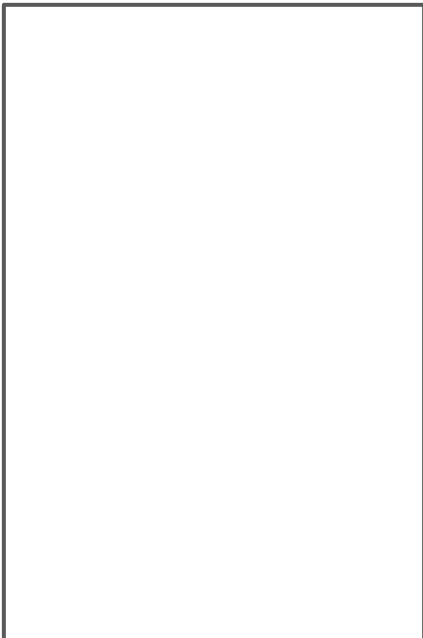
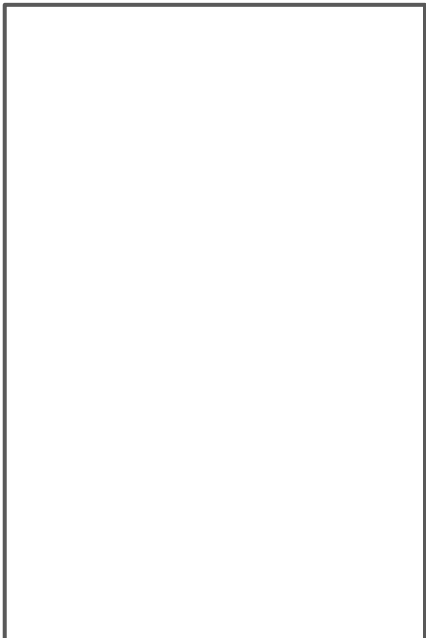
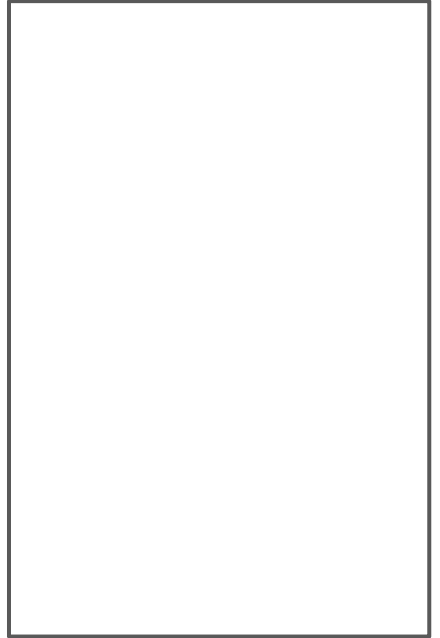
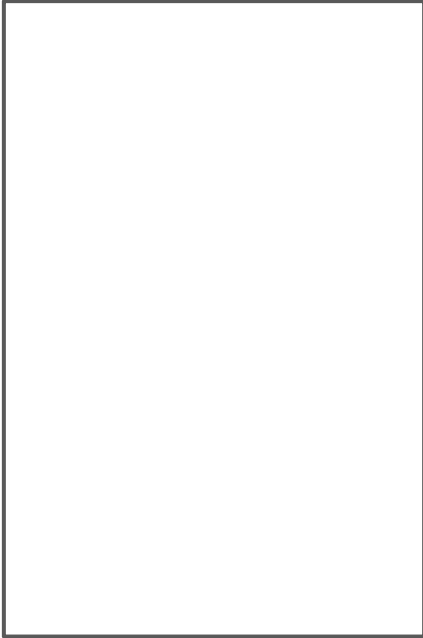
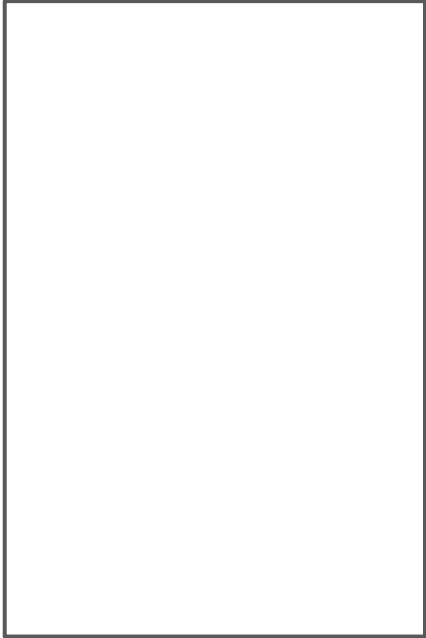
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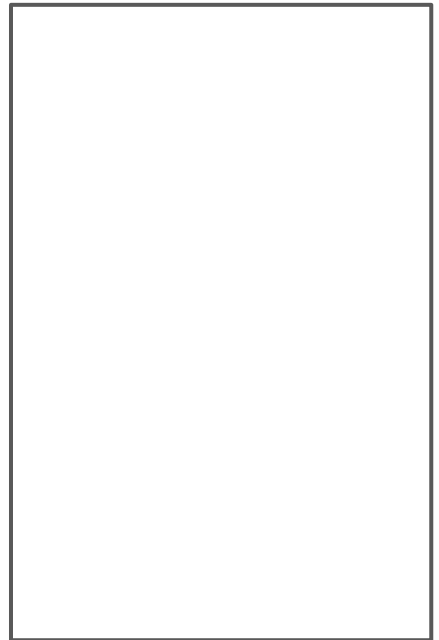
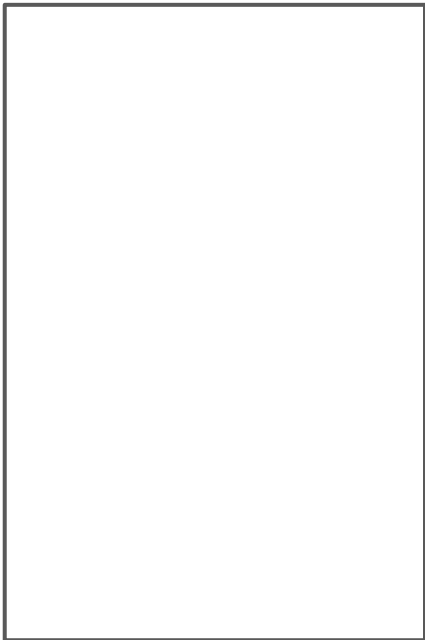
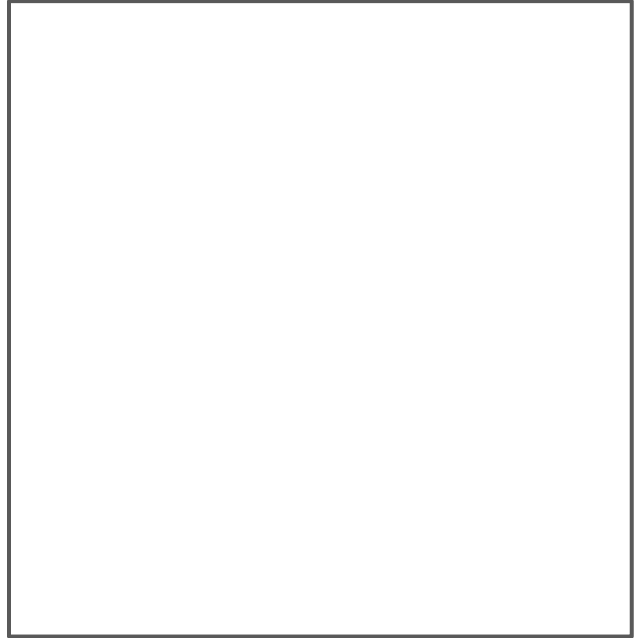
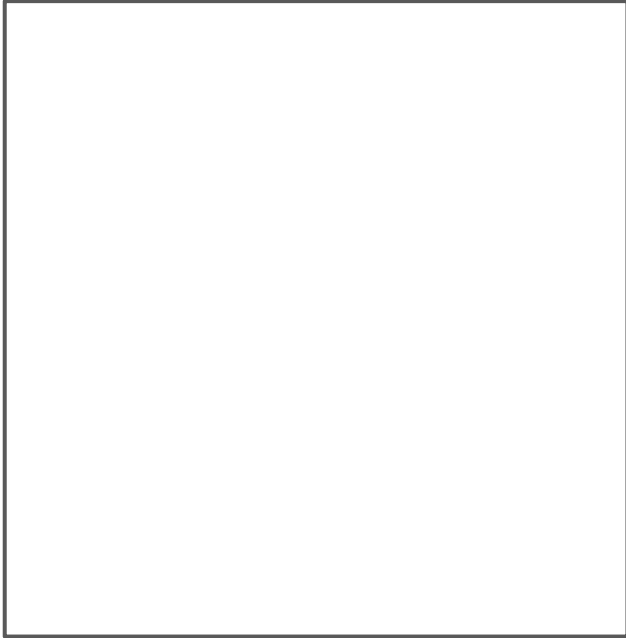
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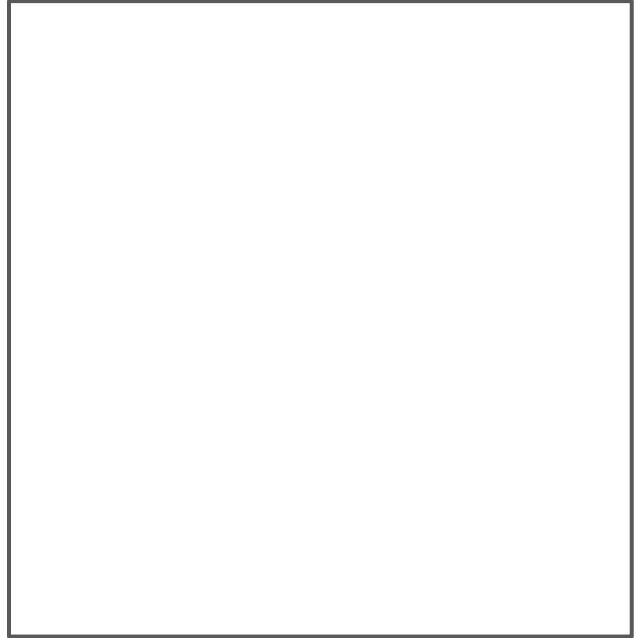
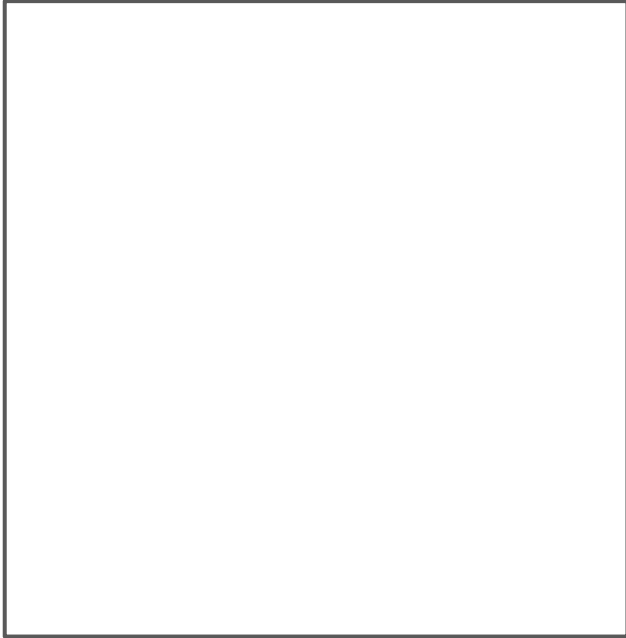
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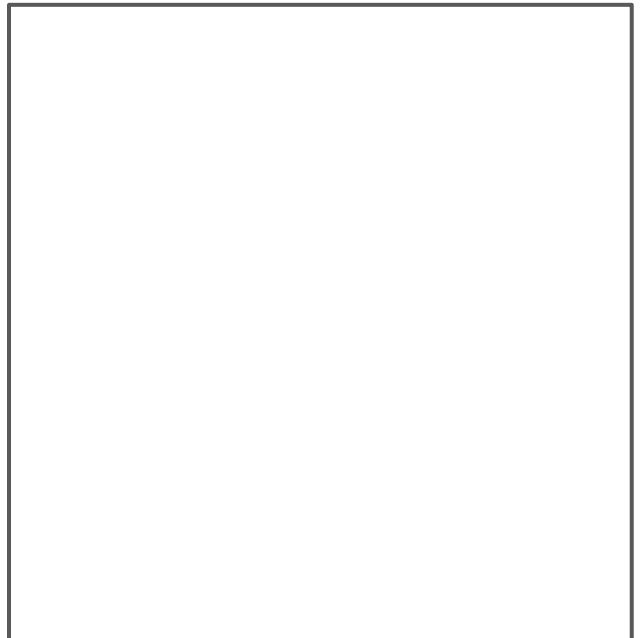
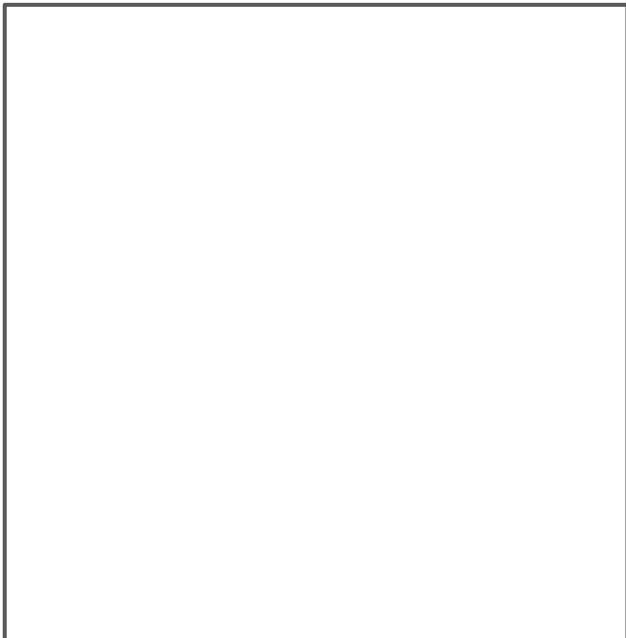
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Sequence of Events Graphic Organizer

Which unanswered question will your ending address?

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# Vocabulary

Word	Part of Speech	Definition
afterword		a generally short section of writing at the end of a book that provides some additional closure on the story or commentary from the author on the work itself
ambiguous ending		an ending that is unclear, and there are different ways to interpret it
author's perspective		the author's view of a specific topic, idea, or event, or their view of the world more generally
blatant	adj.	done openly and without shame
caricature	n.	a picture, description, or imitation of a person in which certain characteristics are exaggerated to create a comic or disturbing effect
circular ending		an ending that connects back to the beginning of the story
compound-complex sentence		a single sentence that contains three ideas; the sentence uses two joining words to connect the ideas: one FANBOYS joining word and one non-FANBOYS joining word
cowardly	adj.	lacking courage
desperation	n.	having a great need; without hope

Word	Part of Speech	Definition
discipline	n.	a field of study
exclusion	n.	the act of leaving out or keeping out
fervently	adv.	to do something with depth or intensity
flashback		a scene that occurs before the present moment of the text
foreshadowing		a subtle warning or indication of a future event in a text; a "hint" the author provides the reader that something (usually bad) is going to happen
forfeit	v.	to lose or be forced to give something up as punishment for wrongdoing
frame		the edge or outlined border of a specific panel in a comic
frolicked	v.	to play and move cheerfully
gutter		the space between panels in a comic
hero's journey		a storytelling framework that highlights how heroes face challenges, learn important lessons, and grow as individuals

Word	Part of Speech	Definition
immortality	n.	the ability to live forever
inevitable	adj.	certain to happen; unavoidable
jeopardize	v.	to put someone or something into a situation in which there is a danger of loss, harm, or failure
media		the broad category that includes all types of communication tools and channels
narrative box		a rectangle or square—often at the top or bottom of a panel—in which the narrator of a comic shares information with readers
onomatopoeia		the formation of a word from a sound associated with what is named
panel		a single drawing depicting a specific moment in a comic, generally contained within a square or rectangular frame
perceive	v.	to interpret or look at something or someone in a specific way
pervasive	adj.	distributed or spreading widely through an area or a group of people

Word	Part of Speech	Definition
plot twist		when a part of the story is significantly different from what was expected, which causes the reader to view prior events and/or characters from a different perspective
question ending		an ending that asks a question or makes the reader wonder something
reflective ending		an ending where the character thinks about what happened, or what they learned
resolution		the conclusion of the story, generally when the conflict is finally and fully settled
resolved ending		an ending in which the main conflicts or questions of the story are clearly settled
resonate	v.	to produce a positive or powerful emotional response
speech bubble		a cloud-shaped outline within a comic panel that contains a character's unspoken thoughts
surprise ending		an ending that is unexpected for the reader
thematic topic		a one- or two-word phrase that describes the overarching topic of a text or section of text

Word	Part of Speech	Definition
theme		the author's message in the text about the way the world works or what it means to be human. Generally applied to literary texts (fiction, poetry, dramatic works)
thought bubble		a (generally) cloud-shaped outline within a comic panel that contains a character's unspoken thoughts
transcend	v.	to go beyond the range or limits of; to surpass
unresolved ending		an ending in which some of the main conflicts or questions of the story remain unsettled
verbal irony		when a person says the opposite of what they mean
virtue	n.	behavior showing high moral standards

Name: \_\_\_\_\_ Date: \_\_\_\_\_ *American Born Chinese*

## VOCABULARY PRACTICE

7th Grade ELA

Exploring Identity: *American Born Chinese*

### PART ONE: WORD LIST

1. **blatant** (adj.): obvious; conspicuously offensive
2. **caricature** (n.): a distorted or exaggerated representation of someone or something
3. **cowardly** (adj.): lacking courage; afraid to face danger or difficulty
4. **desperation** (n.): a state of despair, typically one that results in rash or extreme behavior
5. **discipline** (n.): a field of study
6. **exclusion** (n.): the act of leaving something or someone out
7. **fervently** (adv.): with intense passion or enthusiasm
8. **forfeit** (v.): to lose or give up something as punishment for wrongdoing
9. **frolicked** (v.): played or moved about cheerfully, excitedly, or energetically
10. **immortality** (n.): the state of being exempt from death; living forever
11. **inevitable** (adj.): certain to happen; unavoidable
12. **jeopardize** (v.): to put in danger or at risk
13. **perceive** (v.): to become aware of something through the senses; to interpret or understand
14. **pervasive** (adj.): spreading widely throughout an area or a group of people
15. **resonate** (v.): to produce or evoke a strong feeling or response; to be meaningful or relevant
16. **transcend** (v.): to rise above or go beyond the limits of something
17. **virtue** (n.): moral excellence; a commendable quality or trait

**ACTIVITY 1. MATCHING**

*Directions: Please match the correct word to each definition.*

**WORD BANK**

blatant caricature cowardly desperation discipline exclusion	fervently forfeit frolicked immortality inevitable jeopardize	perceive pervasive resonate transcend virtue
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**ANSWER**

**DEFINITION**

	ANSWER	DEFINITION
1.		a field of study
2.		the ability to live forever
3.		distributed or spreading widely through an area or a group of people
4.		the act of leaving out or keeping out
5.		to produce a positive or powerful emotional response
6.		certain to happen; unavoidable
7.		done openly and without shame
8.		to go beyond the range or limits of; to surpass
9.		to do something with depth or intensity
10.		behavior showing high moral standards
11.		lacking courage

12.		to play and move cheerfully
13.		put (someone or something) into a situation in which there is a danger of loss, harm, or failure
14.		having a great need; without hope
15.		to interpret or look at something or someone in a specific way
16.		to lose or be forced to give something up as punishment for wrongdoing
17.		a picture, description, or imitation of a person in which certain characteristics are exaggerated in order to create a comic or disturbing effect

## 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. In a tense final match at the Tokyo Olympics, the American swimmer had to \_\_\_\_\_ due to a shoulder injury, leaving her team to grapple with the disappointment of losing gold.
2. The ancient Egyptians believed that the pharaohs could achieve \_\_\_\_\_ by being mummified and buried in grand tombs filled with treasures, hoping to live on in the afterlife.
3. At the block party, street artists drew a hilarious \_\_\_\_\_ of a tourist, turning their oversized sunglasses and wild hair into exaggerated features that made everyone laugh.
4. After Hurricane Maria hit Puerto Rico in 2017, people worked together in \_\_\_\_\_ to find clean water and food, while volunteers from around the world rushed to help in any way they could.
5. The children \_\_\_\_\_ through the tulip fields, laughing loudly as they picked handfuls of flowers.
6. In the early 1900s, many immigrant families in the U.S. faced \_\_\_\_\_ from schools and neighborhoods because of their background, yet they fought to build communities that celebrated their cultures.

7. During the Black Lives Matter protests of 2020, young people across the world \_\_\_\_\_ chanted for justice, their voices rising in cities around the world, calling for an end to racial inequality.
  
8. In the world of social media, the spreading of \_\_\_\_\_ misinformation has become a serious issue, as influencers like those on YouTube and TikTok often face backlash for sharing unverified or misleading information, leading to public debates about responsibility and trust.
  
9. The idea of "sportsmanship" \_\_\_\_\_ cultures, and is more than just winning or losing. It's about showing respect for others and playing with honor, a lesson that athletes from all cultures can appreciate.
  
10. When Carlos decided to stay out late the night before his science competition, he realized he might \_\_\_\_\_ his chances of winning the top prize, but his team encouraged him to stay focused and give it his all.
  
11. The story of Ruby Bridges, the young girl who integrated an all-white school in New Orleans, continues to \_\_\_\_\_ with students today, showing how courage and determination can change history.
  
12. In many cultures around the world, kindness is seen as an important \_\_\_\_\_. Whether it's the Japanese concept of *omotenashi* (selfless hospitality) or the American belief in "paying it forward," small acts of kindness have the power to bring people together.

13. Achieving success in the \_\_\_\_\_ of sports, like Simone Biles did in gymnastics, requires immense talent and dedication. She practices for hours every day, pushing her body to its limits, which is why she's able to perform routines that seem almost impossible.
14. When faced with a tough decision, Jaylen hesitated to speak up in class, fearing what others might think. His friend, however, reminded him that standing up for what's right isn't \_\_\_\_\_—it's courageous, even when it's hard.
15. The \_\_\_\_\_ influence of technology on daily life can be seen in almost every corner of society—from how we stream shows on Netflix to how we stay connected with friends on Snapchat, making digital communication a huge part of modern culture.
16. After spending a semester abroad in Paris, Jamal began to \_\_\_\_\_ his own city, in a new light. He started appreciating the diversity of cultures, the sounds of different languages, and the energy of city life in a way he never had before.
17. It was \_\_\_\_\_ that Spider-Man would face off with his greatest enemy, Green Goblin, after all the chaos in the city. No matter how many times Peter Parker tried to avoid it, fate always seemed to pull them into another showdown.

## 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.

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<i>definition of the word</i>	<i>synonyms</i>
<b>done openly and without shame</b>	obvious, glaring, overt, evident
<b>1. BLATANT</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>
His <b>blatant</b> disregard for the rules was evident when he skipped the meeting without notifying anyone.	concealed, undistinguished, inconspicuous, subtle

<i>definition of the word</i>	<i>synonyms</i>
<b>a picture, description, or imitation of a person in which certain characteristics are exaggerated in order to create a comic or disturbing effect</b>	
<b>2. CARICATURE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>lacking courage</b>	
<b>3. COWARDLY</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>having a great need; without hope</b>	
<b>4. DESPERATION</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>a field of study</b>	
<b>5. DISCIPLINE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>the act of leaving out or keeping out</b>	
<b>6. EXCLUSION</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>to do something with depth or intensity</b>	
<b>7. FERVENTLY</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>to lose or be forced to give something up as punishment for wrongdoing</b>	
<b>8. FORFEIT</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>to play and move cheerfully</b>	
<b>9. FROLICKED</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>the ability to live forever</b>	
<b>10. IMMORTALITY</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>certain to happen; unavoidable</b>	
<b>11. INEVITABLE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>put (someone or something) into a situation in which there is a danger of loss, harm, or failure</b>	
<b>12. JEOPARDIZE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>to interpret or look at something or someone in a specific way</b>	
<b>13. PERCEIVE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>distributed or spreading widely through an area or a group of people</b>	
<b>14. PERVASIVE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>to produce a positive or powerful emotional response</b>	
<b>15. RESONATE</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>to go beyond the range or limits of; to surpass</b>	
<b>16. TRANSCEND</b>	
<i>use the word in a sentence</i>	<i>antonyms</i>

<i>definition of the word</i>	<i>synonyms</i>
<b>behavior showing high moral standards</b>	
<b>17. VIRTUE</b>	
<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 word has been omitted from this activity:

- caricature

<b>blatant</b> (adj.): obvious; conspicuously offensive	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>blatantly</i>	She <b>blatantly</b> ignored the warning signs and continued driving through the storm.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to adverb</i>  <i>In an open and unashamed manner</i>	

<b>cowardly</b> (adj.): lacking courage; afraid to face danger or difficulty	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>coward</i>	The soldier was branded a <b>coward</b> for retreating in the face of battle.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>A person who lacks courage or who is excessively afraid to face danger or challenges</i></p>	

<b>desperation</b> (n.): a state of despair, typically one that results in rash or extreme behavior	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>desperate</i>	After days of searching for food, they were <b>desperate</b> to find a way out of the wilderness.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adjective</i></p> <p><i>Feeling or showing a hopeless sense of urgency due to a critical situation</i></p>	

<b>discipline</b> (n.): a field of study	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>discipline</i>	As a <b>disciplined</b> swimmer, Ryan worked to train his mind and body to stick to good habits.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Alternate meaning of the word, adjective</i>  <i>Showing a controlled form of behavior</i>	

<b>exclusion</b> (n.): the act of leaving something or someone out	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>exclude</i>	The teacher decided to <b>exclude</b> him from the team after he repeatedly missed practices.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to verb</i>  <i>To leave out or not include something or someone</i>	

<b>fervently</b> (adv.): with intense passion or enthusiasm	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>fervent</i>	She gave a <b>fervent</b> speech about environmental conservation, inspiring the crowd to take action.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to adjective</i></p> <p><i>Having or displaying intense passion or enthusiasm</i></p>	

<b>forfeit</b> (v.): to lose or give up something as punishment for wrongdoing	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>forfeiture</i>	The <b>forfeiture</b> of their season was the punishment for the cheating scandal that plagued the team.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>The loss or giving up of something as a penalty</i></p>	

<b>frolicked</b> (v.): played or moved about cheerfully, excitedly, or energetically	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>frolic</i>	The children love to <b>frolic</b> in the park, chasing each other under the bright sun.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to present tense</i></p> <p><i>To play and move about cheerfully</i></p>	

<b>immortality</b> (n.): the state of being exempt from death; living forever	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>mortality</i>	The documentary highlighted the rising <b>mortality</b> rates in the region due to the outbreak.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Removed prefix im-</i></p> <p><i>The number of deaths within a population</i></p>	

<b>inevitable</b> (adj.): certain to happen; unavoidable	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>inevitability</i>	The <b>inevitability</b> of the warmth of the summer sun and longer days brought hope to the old man's spirit.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to a noun</i></p> <p><i>The quality of being certain to happen</i></p>	

<b>jeopardize</b> (v.): to put in danger or at risk	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>jeopardy</i>	The hikers were in <b>jeopardy</b> when they lost their way in the stormy mountains.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<p><i>Changed to noun</i></p> <p><i>The state of being in danger or at risk, particularly in regard to harm or loss</i></p>	

<b>perceive</b> (v.): to become aware of something through the senses; to interpret or understand	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>perception</i>	Her <b>perception</b> of the situation changed after she heard both sides of the story.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to noun</i>  <i>A way of regarding, understanding, or interpreting something</i>	

<b>pervasive</b> (adj.): spreading widely throughout an area or a group of people	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>pervasiveness</i>	The <b>pervasiveness</b> of cicadas in the Midwest was evident by the loud buzzing chorus that persisted all night long.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to noun</i>  <i>The state of being widespread, prevalent, or present everywhere</i>	

<b>resonate</b> (v.): to produce or evoke a strong feeling or response; to be meaningful or relevant	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>resonance</i>	Michelle Obama's speech had a deep <b>resonance</b> with the audience, as it touched on universal themes of hope and perseverance.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to noun</i>  <i>The quality or state of being meaningful or relevant</i>	

<b>transcend</b> (v.): to rise above or go beyond the limits of something	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>transcended</i>	His art <b>transcended</b> traditional styles, blending modern, and classical influences in a unique way.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to past tense</i>  <i>To rise above or go beyond the limits of something</i>	

<b>virtue</b> (n.): moral excellence; a commendable quality or trait	
<b>CHANGE</b>	<b>EXAMPLE SENTENCE</b>
<i>virtuous</i>	The <b>virtuous</b> knight was known for his bravery, honesty, and kindness to all.
<b>ADDED MEANING</b>	<b>WRITE YOUR OWN SENTENCE USING THIS FORM OF THE WORD</b>
<i>Changed to adjective</i>  <i>Having high moral standards or being morally excellent</i>	



# Unit Rubrics & Assessments

# Informational Writing Rubric

## 7th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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<b>Structure</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Introduction</b> Clearly introduces the topic; provides essential background knowledge; previews the main ideas that will be developed	4 3 2 1	
<b>Organization</b> Logically groups related ideas into organized paragraphs or sections; uses text structures such as sequence, chronology, cause and effect, comparison, or problem and solution; supports reader understanding through clear organization	4 3 2 1	
<b>Conclusion</b> Provides a coherent concluding section; follows logically from the information presented; reinforces the topic and helps the reader understand its significance	4 3 2 1	

<b>Development</b>	<b>Rubric Score</b>	<b>Notes</b>
<b>Details</b> Develops the topic using relevant facts, definitions, concrete details, quotations, and examples; selects information that deepens the reader's understanding; explains ideas with increasing depth and clarity	4 3 2 1	
<b>Text Features</b> Includes relevant headings, subheadings, visuals, or multimedia; selects features that clarify or extend the information presented; integrates text features smoothly with the written content	4 3 2 1	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<p><b>Style</b>            Uses appropriate transitions to create cohesion; clarifies relationships among ideas; selects precise and topic-specific vocabulary; maintains a formal style and consistent tone throughout</p>	<p>4 3 2 1</p>	
<p><b>Grammar</b>            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>	<p>4 3 2 1</p>	
<p><b>Conventions</b>            Applies correct spelling, punctuation, and capitalization that support the clarity and flow of the writing</p>	<p>4 3 2 1</p>	

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.

<b>Formatting and Evidence</b>	
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).	
<b>Sentence Structure and Grammar</b>	
I use complete sentences and do not have run-on sentences or sentence fragments (unless intentional).	
I use consistent verb tense throughout.	
<b>Punctuation and Mechanics</b>	
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: \_\_\_\_\_

## Single Point Informational Writing Rubric

	<b>Strengths</b> What am I doing well already? What am I proud of?	<b>Criteria</b> Expectations for my writing task:	<b>Areas for Growth</b> What can I do to make my writing even stronger? How can I improve?
<b>Precise and Domain-Specific Vocabulary</b>		I use vocabulary specific to my individual, their life and their career to inform the reader.	
<b>Formal Style</b>		I use clear, concise language, complete sentences, and correct grammar to convey a formal style in my writing.	
<b>Language</b>		I include compound-complex sentences to inform my reader in a formal style.	
<b>Conclusions</b>		My conclusion restates my main idea and supports the topic. It uses precise vocabulary and is written in a formal style.	

I'm proud that this year I improved my informational writing by \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Single Point Narrative Writing Rubric

	<b>Strengths</b> What am I doing well already? What am I proud of?	<b>Criteria</b> Expectations for my writing task:	<b>Areas for Growth</b> What can I do to make my writing even stronger? How can I improve?
<b>Text Features</b>		I include narrative boxes, speech bubbles, thought bubbles, and onomatopoeia to tell my story in a clear and logical way.	
<b>Language</b>		I include transitional language in compound-complex sentences to sequence events and indicate a new setting.	
<b>Illustrations</b>		I illustrate pictures to show character actions, emotions, interactions, and setting.	

I'm proud that this year I improved my narrative writing by \_\_\_\_\_

# Narrative Writing Rubric

## 7th Grade English Language Arts

<b>Rubric Scoring Key</b>	<b>Fully meets (4)</b> All criteria present in the writing	<b>Mostly meets (3)</b> Most criteria present, with some misunderstandings	<b>Partially meets (2)</b> Criteria attempted, but major misunderstandings	<b>Does not meet yet (1)</b> Criteria are not attempted or not enough evidence to rate
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Structure	Rubric Score	Notes
<b>Event Sequence</b> 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	
<b>Point of View</b> 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	
<b>Setting</b> 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
<b>Character(s)</b> 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><b>Plot</b> 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><b>Precise Language</b> 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><b>Dialogue</b> 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	

<b>Language</b>	<b>Rubric Score</b>	<b>Notes</b>
<p><b>Literary Devices</b> Uses figurative language and literary techniques (such as simile, metaphor, or personification) to enhance meaning and mood</p>	4 3 2 1	
<p><b>Grammar</b> 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><b>Conventions</b> Applies correct spelling, punctuation, and capitalization that support the clarity and flow of the writing</p>	4 3 2 1	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

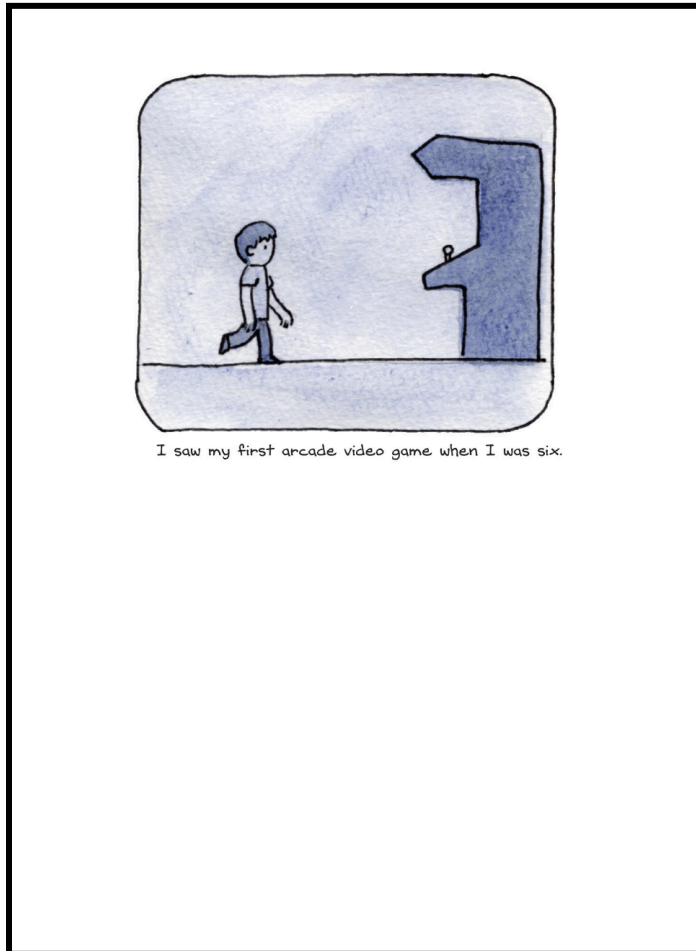
**Directions:** Read the text carefully, then read the questions and select the best answer(s). Be sure to return to the text while you are answering questions.

### Excerpt from *Level Up*

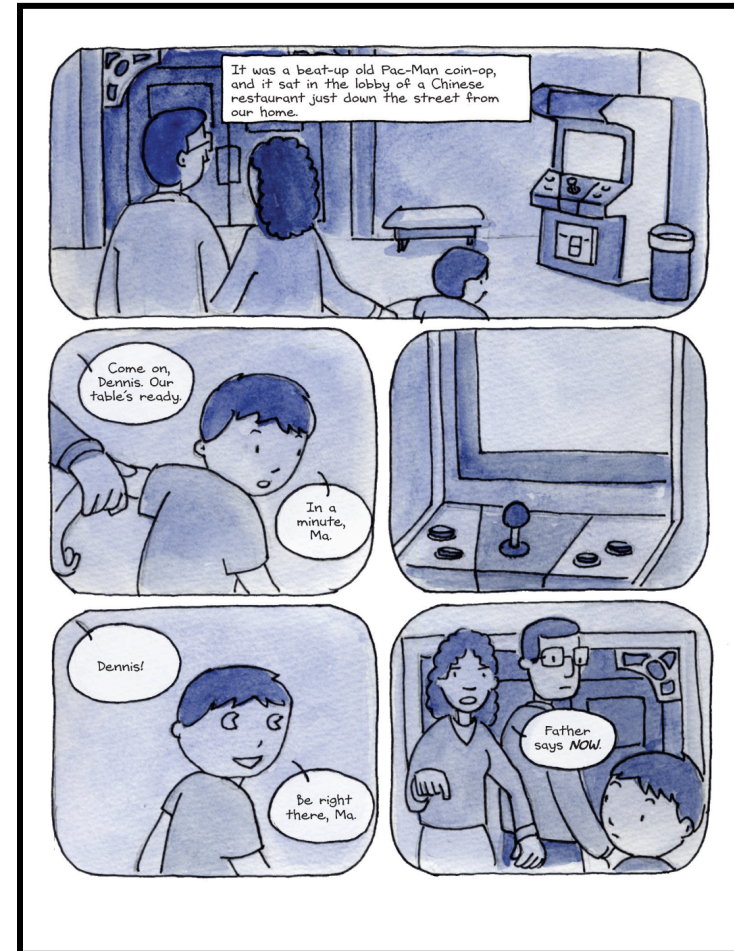
By Gene Luen Yang

*Level Up follows the journey of Dennis Ouyang, who discovered the magic of video games at a young age. This excerpt is the first pages of the book.*

Page 1



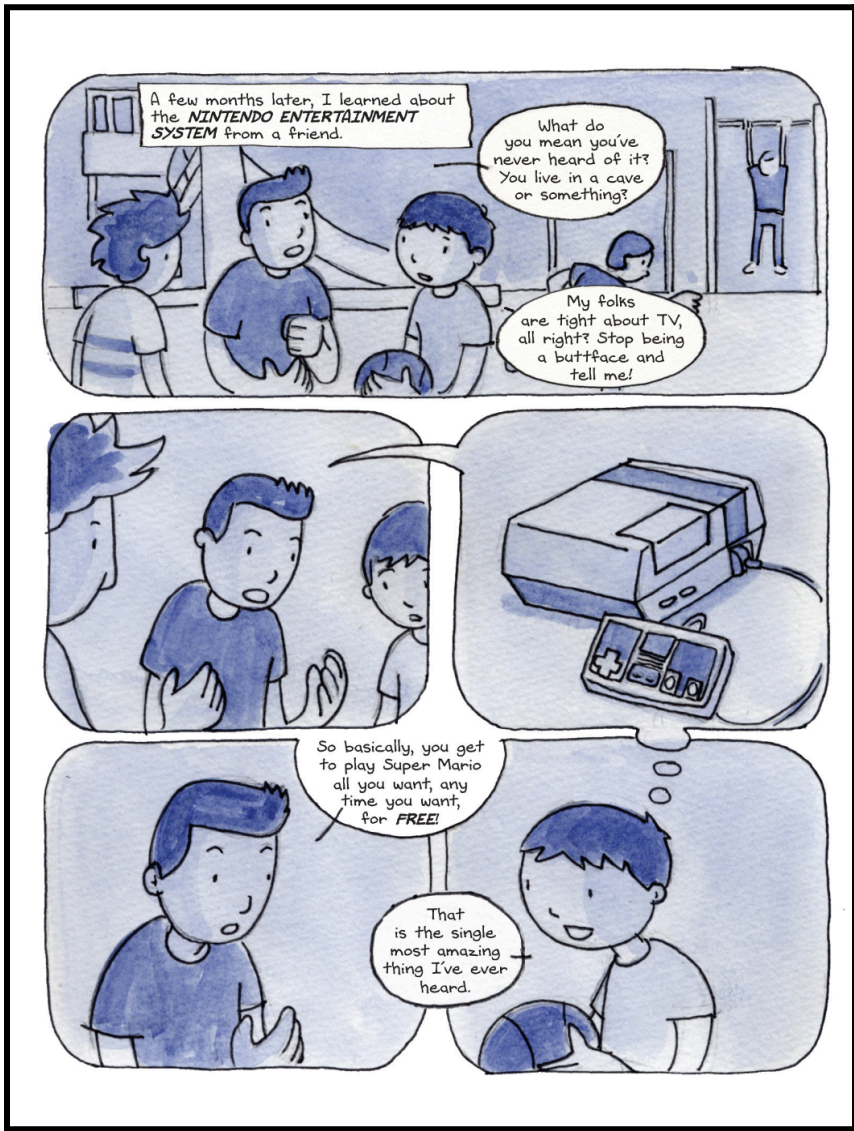
Page 2





I stopped by every day after school, even though it wasn't really on the way home.

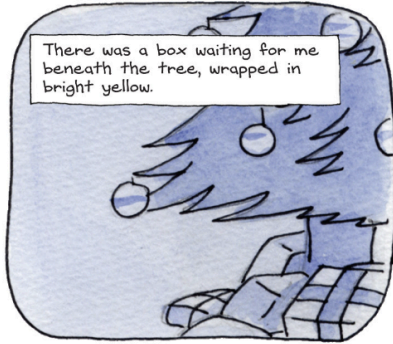




On Christmas morning, I rushed downstairs.



There was a box waiting for me beneath the tree, wrapped in bright yellow.



It was heavy, and about the right size and shape.

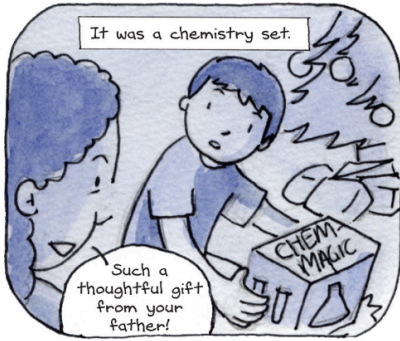


I wanted my father to explain.



It was a chemistry set.

Such a thoughtful gift from your father!



Over the next week and a half, he did.





Gene Luen Yang. Excerpt from "Level Up." Reactor Mag, 2011. Used with permission.

1. What effect does the use of dialogue on page 2 have on the events taking place on pages 1–9?
  - a. It creates a tense feeling between the characters
  - b. It reveals the protagonist's inner thoughts
  - c. It establishes the setting effectively
  - d. It provides humor throughout the narrative
  
2. What is the effect of Yang drawing Pac-Man characters circling around Dennis's head?
  - a. It shows Dennis's desire to escape reality, while also highlighting his struggles with personal responsibility
  - b. It emphasizes how preoccupied Dennis is with video games and their impact on his thoughts, which reflects his internal conflict about his future
  - c. It indicates that Dennis has friends who share his interests, but it also suggests he might be neglecting other important relationships
  - d. It illustrates the playful nature of Dennis's character, yet it also points to the distractions that prevent him from facing his fear of disappointing his parents
  
3. Which of the following is not a technique that Yang uses on pages 2 and 3 to develop the reader's understanding of Dennis's point of view?
  - a. Yang uses dark shading in all panels in order to establish how disappointed Dennis is that he is not able to play the arcade game.
  - b. Yang uses the repeated mention and imagery of "pixels" to show Dennis's distracted state.
  - c. Yang uses text to inform the reader of how obsessed Dennis became with the idea of playing the game.
  - d. Yang uses facial expressions and gestures to show that Dennis is happy when he looks at the game.
  
4. How does Dennis's decision to watch the kids play Super Mario Brothers after school reflect his internal conflict in pages 1–9?
  - a. Dennis feels disconnected from the kids because he is more focused on studying, and he regrets watching the game instead of doing his homework.
  - b. Dennis is indifferent to the game and watches only to pass the time, without any real emotional connection.
  - c. Dennis enjoys watching the game but decides that it's time to stop playing games and focus solely on his future career.
  - d. Dennis feels excited and inspired by watching the game, which reinforces his passion for gaming but also reminds him of his parents' disapproval of his interests.
  
5. What is the purpose of the narrative boxes in *Level Up*?
  - a. The narrative box serves to provide the reader with direct speech from the characters.
  - b. The narrative box is used to show thoughts and feelings, particularly for secondary characters, such as Dennis's parents.
  - c. The narrative box provides background information, time setting, or details that cannot be shown through dialogue or illustrations.
  - d. The narrative box is used primarily for visual effects, especially for readers unfamiliar with early gaming systems.





## Text 2

### Transcript: Gene Luen Yang's Speech at the 2014 National Book Festival Gala

Adapted for length by Fishtank Learning

*The following excerpt is of a speech that author Gene Luen Yang gave at the 2014 National Book Festival gala. At the event, Yang—proudly wearing a button that said, "We Need Diverse Books"—spoke of the power of comics to reach and engage intellectually curious readers of almost any background.*

- 1 Good evening. Thank you, Library of Congress and National Book Festival, for inviting me to share the stage with such esteemed authors, and to speak with all of you. I am deeply grateful for this honor. [...]
- 2 In the early '90s, I was finishing up my adolescence. I visited my local comic-book store on a weekly basis, and one week I found a book on the stands called Xombi, published by Milestone Media. Xombi is a scientist who became a superhero after he was injected with nanotechnology. He allied himself with a secret order of superpowered nuns. One sister was known as Nun of the Above, another Nun the Less. Together, they protected the world from all kinds of supernatural threats.
- 3 Xombi was inventive and fun, but he stood out to me because he was an Asian American male carrying in his own monthly title. And even more notable—he didn't know kung fu. Xombi wasn't created by Asian Americans—his writer was white and his artist black—but he did make Asian Americans a little less invisible.
- 4 We in the book community are in the middle of a sustained conversation about diversity. We talk about our need for diverse books with diverse characters written by diverse writers. I wholeheartedly agree.
- 5 But I have noticed an undercurrent of fear in many of our discussions. We're afraid of writing characters different from ourselves because we're afraid of getting it wrong. We're afraid of what the Internet might say.
- 6 This fear can be a good thing if it drives us to do our homework, to be meticulous in our cultural research. But this fear crosses the line when we become so intimidated that we quietly make choices against stepping out of our own identities. After all, our job as writers is to step out of ourselves, and to encourage our readers to do the same. [...]
- 7 We have to allow ourselves the freedom to make mistakes, including cultural mistakes, in our first drafts. I believe it's okay to get cultural details wrong in your first draft. It's okay if stereotypes emerge. It just means that your experience is limited, that you're human.
- 8 Just make sure you iron them out before the final draft. Make sure you do your homework. Make sure your early readers include people who are a part of the culture you're writing about. Make sure your editor has the insider knowledge to help you out. If they don't, consider hiring a freelance editor who does.
- 9 Also, it's okay if stereotypes emerge in the first drafts of your colleagues. Correct them—definitely correct them—but do so in a spirit of generosity. Remember how soul-wrenching

the act of writing is, how much courage it took for that writer to put words down on a page.

- 10 And let's say you do your best. You put in all the effort you can. But then when your book comes out, the Internet gets angry. You slowly realize that, for once, the Internet might be right. You made a cultural misstep. If this happens, take comfort in the fact that even flawed characters can inspire. Apologize if necessary, resolve to do better, and move on.
- 11 Let your fear drive you to do your homework. But no matter what, don't ever let your fear stop you.

Yang, Gene Luen. "Speech at the 2014 National Book Festival Gala." The Washington Post, 2014.

<https://www.washingtonpost.com/news/comic-riffs/wp/2014/09/01/read-this-gene-luen-yangs-rousing-comics-speech-at-the-national-book-festival-gala/>

8. What is the primary purpose of Yang's speech at the National Book Festival?
  - a. To criticize authors who fail to write diverse characters
  - b. To encourage writers to embrace diversity and take risks in their storytelling
  - c. To inform the audience of his personal experiences with comic books and writing
  - d. To describe his own works and achievements as a Chinese-American writer.
9. According to Yang, what impact does the general public have on comic book writers? Select two answers.
  - a. The fear of criticism from readers means that writers are often hesitant to create characters from different backgrounds.
  - b. The encouragement of comic readers on the Internet means that many writers are willing to take more risks and write more diverse characters.
  - c. Readers are primarily interested in reading comic books by writers of color, and this has led to an increase in diverse characters in the genre.
  - d. The admiration of young readers makes it more challenging to create new characters, who may not be very popular.
  - e. Readers can provide important—if difficult—feedback if authors make mistakes when writing about different cultures.
  - f. The threat of not being able to sell comic books about diverse characters means that many authors are only writing about what they know.
10. Yang includes the mention of the character Xombi to illustrate which of the following?
  - a. The importance of superhero narratives
  - b. How comics can engage readers from diverse backgrounds
  - c. The limitations of Asian American representation in the media
  - d. The creative process behind comic book writing





Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

1. Which of the following is an example of someone seeking **immortality**?
  - a. A researcher studying ancient legends about people who lived forever
  - b. A student working hard to earn recognition that will be remembered for generations
  - c. An athlete training intensely to break a long-standing world record
  - d. A chef creating a signature recipe that customers will always associate with their restaurant
  
2. Which of the following is an example of a situation where someone might have to **forfeit** a prize?
  - a. Coming first in a race after weeks of training
  - b. A contestant is disqualified for breaking the rules
  - c. Earning extra points for good behavior
  - d. Receiving a reward for completing a difficult task

3. Read the sentence.

Due to his repeated violations of the club's rules, Marcus faced **exclusion** from the group, leaving him unable to participate in any future activities.

What is the best meaning for the word **exclusion**, as used in the sentence above?

- a. Being removed from or kept out of a group or activity
  - b. Being forced to give something up as punishment for wrongdoing
  - c. Being rewarded for outstanding behavior and encouraged to participate
  - d. Being invited to join a group or participate in upcoming events
- 
4. Which of the following situations would most likely reflect a person showing **virtue**? Select all that apply.
    - a. A student helps a classmate who is struggling in math by tutoring them daily during lunch
    - b. A bus driver chooses not to follow the speed limit because they need to get the students to school on time
    - c. A friend tells another friend the truth, even though it might hurt their feelings
    - d. A student takes credit for a team project and receives individual recognition when their partner is absent
    - e. A person donates money to a charity even though they are not financially wealthy

5. Read the sentences below.

The university offers a wide range of courses in the \_\_\_\_\_ of environmental science, focusing on sustainability, conservation, and the impact of human activity on natural ecosystems. Students in this field of study explore topics such as climate change, renewable energy, and biodiversity. Through both theoretical learning and hands-on research, they are prepared to address some of the most pressing environmental challenges facing the world today.

Which phrase best completes the passage above?

- a. blatant field
  - b. fervent department
  - c. pervasive school
  - d. essential discipline
6. Which of the following situations most effectively demonstrates the meaning of **frolic**?
- a. A group of students working together on a difficult math problem for hours, focused on solving it
  - b. A dog bounding through a park, chasing after a ball and leaping over puddles
  - c. A teacher explaining a complex concept to students using formal language and examples
  - d. Runners in a track and field race, competing intensely with their focus on winning
7. Which of the following could be considered a **caricature** of a famous athlete?
- a. A detailed drawing that captures an athlete's serious expression and sweaty face during a competition
  - b. A photograph taken during an athlete's performance, focusing on their skill and precision as they cross the finish line
  - c. A drawing that exaggerates an athlete's physical features, such as a large head or oversized muscles
  - d. A documentary film that explores the personal life and challenges of an athlete
8. Which of the following sentences uses the word **fervently** correctly?
- a. She completed her homework fervently, making sure each assignment was neat and organized.
  - b. He walked fervently through the park, lost in thought.
  - c. They argued fervently about the best flavor of ice cream, but neither could convince the other.
  - d. She took a fervent break after a long day of work.

9. Read the sentence.

As the smoke from the wildfire spread through the valley, a **pervasive** sense of fear and uncertainty gripped the residents.

What is the best meaning for the word **pervasive**, as used in the sentence above?

- A. To go beyond the range or limits of
- B. A feeling that is widespread and affects a large area or group
- C. A feeling that produces a positive or powerful emotional response
- D. To look at something or someone in a specific way

10. Which of the following situations would cause a person to act out of **desperation**? Select all that apply.

- a. A student cheating on an exam because they haven't studied and are fearful they will have to repeat the course if they don't pass
- b. A person taking out a loan because they're unable to find a job and need money for groceries
- c. A runner pushing themselves to finish a race even though they're injured, motivated by the desire to win a medal
- d. A chef experimenting with a new recipe is feeling confident the dish will be delicious and well-reviewed by critics
- e. A person begging strangers for food because they have not eaten for days and have no other way to get food.
- f. A parent staying calm during a crisis, such as a fire, to ensure their child remains safe and secure

11. Read the sentence.

The message of hope in the speaker's story seemed to \_\_\_\_\_ deeply with the audience, many of whom nodded in agreement. As the final words were spoken, a quiet sense of understanding and connection filled the room. It was clear that the story had left a lasting impact.

Which of the following best completes the sentence?

- a. perceive
- b. convey
- c. transcend
- d. resonate

12. Which of the following would be considered a **blatant** action?

- a. Mark decided to quietly enjoy the peaceful surroundings after a long run, reflecting on his thoughts.
- b. After watching the movie, he loudly criticized the film and shared his harsh opinion with everyone nearby.
- c. April quietly left the restaurant without paying for the meal, hoping no one would notice.
- d. She avoided addressing the problem, instead leaving the issue unresolved and walking away from the situation.

13. Read the sentence.

The artist's work seemed to **transcend** the ordinary; it captured emotions and ideas in a way that no one had ever seen before, making her pieces unforgettable.

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

- a. to go beyond or rise above
- b. to criticize or belittle
- c. to remain unchanged
- d. to ignore or disregard

14. Read the sentence.

Avoiding your fears may seem safe, but it is sometimes seen as \_\_\_\_\_ behavior.

Which of the following best completes the sentence?

- a. fervent
- b. cowardly
- c. desperate
- d. exclusionary

15. Read the sentence.

Despite their best efforts to repair the dam, its collapse seemed **inevitable** as the water continued to rise.

What is the best meaning of the word **inevitable** as used in the sentence above?

- a. unnecessary
- b. unexpected
- c. unavoidable
- d. unimportant

16. Read the sentence.

By ignoring the safety protocols at the factory, the workers **jeopardized** their own lives and those of their colleagues.

What is the meaning of the word **jeopardized** as used in the sentence above?

- a. saved from harm
- b. guaranteed safety
- c. put at risk
- d. made improvements to

17. Read the sentences.

Elsie walked into the room and noticed that her friends were speaking in hushed voices. She didn't hear exactly what they were saying, but she **perceived** that something was wrong.

How does the word **perceive** most accurately relate to the character's actions?

- a. Elsie understood everything her friends were saying and was able to immediately join the conversation.
- b. Elsie noticed her friends' behavior and felt that there was a change in the atmosphere.
- c. Elsie understood what her friends were discussing but ignored it because they were speaking privately.
- d. Elsie knew something was wrong, and decided to try and solve the problem for her friends.



# 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/>