

7th Grade

Learning

Guide

ELA



Note to Students and Families: The learning guides can be translated using your phone!

How to Translate the Learning Guides:

1. Download the Google Translate app
2. Tap "Camera"
3. Point your camera at the text you want to translate
4. Tap "Scan"
5. Tap "Select all"

How to Use This Learning Guide:

This learning guide contains 10 lessons. Each lesson is made up of several sections. Here is how you should move through the sections:

- **First**, you will read the **text/story**.
- **Next**, there is a section called "**What Students are Learning**" that says what you are learning and what you will be doing. It includes information about the standards that are connected to the lesson.
- **After that**, there is a section called "**Background and Context**" that gives you more information about the author (writer) or the topic (what you read about).
- **Then**, there is a section called "**Supports for Learning**" that helps you to understand the lesson better.
- **Next**, there is a section called "**Online Resources for Students**" that has videos and websites that you can visit for additional information.
 - This section is *optional*. It extends the lesson (makes the lesson longer to learn more about the topic or the author/poet), but it is not needed to complete any of the activities found in the next section, called "Tic-Tac-Toe Choice Board."
- **Finally**, there is a section called "**Tic-Tac-Toe Choice Board**." This tells you what work to complete.
 - The directions say that you should complete at least 2 activities from each row.
 - You should pick activities that you think are interesting and help you show what you have learned from the text/poem.

Grade: 7 Subject: English Language Arts

Topic: "The Gift of the Magi"
by O. Henry

Read the full text below or go to <https://tinyurl.com/GiftofMagiReading>.

"The Gift of The Magi" by O. Henry is in the public domain.

One dollar and eighty-seven cents (**\$1.87**). That was all. She had put it aside, one cent and then another and then another, in her careful buying of meat and other food. Della counted it three times. One dollar and eighty-seven cents. And the next day would be Christmas.

There was nothing to do but fall on the bed and cry. So Della did it.

While the lady of the home is slowly growing quieter, we can look at the home. Furnished rooms at a cost of \$8 a week. There is little more to say about it.

In the hall below was a letter-box too small to hold a letter. There was an electric bell, but it could not make a sound. Also there was a name beside the door: "Mr. James Dillingham Young."

When the name was placed there, Mr. James Dillingham Young was being paid \$30 a week. Now, when he was being paid only \$20 a week, the name seemed too long and important. It should perhaps have been "Mr. James D. Young." But when Mr. James Dillingham Young entered the furnished rooms, his name became very short indeed. Mrs. James Dillingham Young put her arms warmly about him and called him "Jim." You have already met her. She is Della.

Della finished her crying and cleaned the marks of it from her face. She stood by the window and looked out with no interest. Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a gift. She had put aside as much as she could for months, with this result. Twenty dollars a week is not much. Everything had cost more than she had expected. It always happened like that.

Only \$1.87 to buy a gift for Jim. Her Jim. She had had many happy hours planning something nice for him. Something nearly good enough. Something almost worth the honor of belonging to Jim.

There was a looking-glass between the windows of the room. Perhaps you have seen the kind of looking-glass that is placed in \$8 furnished rooms. It was very narrow. A person could see only a little of himself at a time. However, if he was very thin and moved very quickly, he might be able to get a good view of himself. Della, being quite thin, had mastered this art.

Suddenly she turned from the window and stood before the glass. Her eyes were shining brightly, but her face had lost its color. Quickly she pulled down her hair and let it fall to its complete length.

The James Dillingham Youngs were very proud of two things which they owned. One thing was Jim's gold watch. It had once belonged to his father. And, long ago, it had belonged to his father's father. The other thing was Della's hair.



If a queen had lived in the rooms near theirs, Della would have washed and dried her hair where the queen could see it. Della knew her hair was more beautiful than any queen's jewels and gifts.

If a king had lived in the same house, with all his riches, Jim would have looked at his watch every time they met. Jim knew that no king had anything so valuable.

So now Della's beautiful hair fell about her¹, shining like a falling stream of brown water. It reached below her knee. It almost made itself into a dress for her.

And then she put it up on her head again, nervously and quickly. Once she stopped for a moment and stood still while a tear or two ran down her face.

She put on her old brown coat. She put on her old brown hat. With the bright light still in her eyes, she moved quickly out the door and down to the street.

Where she stopped, the sign said: "Mrs. Sofronie. Hair Articles of all Kinds."

Up to the second floor Della ran, and stopped to get her breath.

Mrs. Sofronie, large, too white, cold-eyed, looked at her.

"Will you buy my hair?" asked Della.

"I buy hair," said Mrs. Sofronie. "Take your hat off and let me look at it."

Down fell the brown waterfall.

"Twenty dollars," said Mrs. Sofronie, lifting the hair to feel its weight.

"Give it to me quick," said Della.

Oh, and the next two hours seemed to fly². She was going from one shop to another, to find a gift for Jim. She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the shops, and she had looked in every shop in the city.

It was a gold watch chain, very simply made. Its value was in its rich and pure material. Because it was so plain and simple, you knew that it was very valuable. All good things are like this.

It was good enough for The Watch.

As soon as she saw it, she knew that Jim must have it. It was like him. Quietness and value—Jim and the chain both had quietness and value. She paid twenty-one dollars for it. And she hurried home with the chain and eighty-seven cents.

With that chain on his watch, Jim could look at his watch and learn the time anywhere he might be. Though the watch was so fine, it had never had a fine chain. He sometimes took it out and looked at it only when no one could see him do it.

¹ "Della's beautiful hair fell about her" = Della let her hair down and it fell around her

² "the next two hours seemed to fly" = go by or pass quickly



When Della arrived home, her mind quieted a little³. She began to think more reasonably. She started to try to cover the sad marks of what she had done. Love and large-hearted giving, when added together, can leave deep marks. It is never easy to cover these marks, dear friends—never easy.

Within forty minutes her head looked a little better. With her short hair, she looked wonderfully like a schoolboy. She stood at the looking-glass for a long time.

“If Jim doesn’t kill me,” she said to herself, “before he looks at me a second time, he’ll say I look like a girl who sings and dances for money. But what could I do—oh! What could I do with a dollar and eighty seven cents?”

At seven, Jim’s dinner was ready for him.

Jim was never late. Della held the watch chain in her hand and sat near the door where he always entered. Then she heard his step in the hall and her face lost color for a moment. She often said little prayers quietly, about simple everyday things. And now she said: “Please God, make him think I’m still pretty.”

The door opened and Jim stepped in. He looked very thin and he was not smiling. Poor fellow, he was only twenty-two—and with a family to take care of! He needed a new coat and he had nothing to cover his cold hands.

Jim stopped inside the door. He was as quiet as a hunting dog when it is near a bird. His eyes looked strangely at Della, and there was an expression in them that she could not understand. It filled her with fear. It was not anger, nor surprise, nor anything she had been ready for. He simply looked at her with that strange expression on his face.

Della went to him.

“Jim, dear,” she cried, “don’t look at me like that. I had my hair cut off and sold it. I couldn’t live through Christmas without giving you a gift. My hair will grow again. You won’t care, will you? My hair grows very fast. It’s Christmas, Jim. Let’s be happy. You don’t know what a nice—what a beautiful nice gift I got for you.”

“You’ve cut off your hair?” asked Jim slowly. He seemed to labor to understand what had happened. He seemed not to feel sure he knew.

“Cut it off and sold it,” said Della. “Don’t you like me now? I’m me, Jim. I’m the same without my hair.”

Jim looked around the room.

“You say your hair is gone?” he said.

“You don’t have to look for it,” said Della. “It’s sold, I tell you—sold and gone, too. It’s the night before Christmas, boy. Be good to me, because I sold it for you. Maybe the hairs of my head could be counted,” she said, “but no one could ever count my love for you. Shall we eat dinner, Jim?”

Jim put his arms around his Della. For ten seconds let us look in another direction. Eight dollars a week or a million dollars a year—how different are they? Someone may give you an answer, but it will be wrong. The magi brought valuable gifts, but that was not among them. My meaning will be explained soon.

³ “Her mind quieted a little” = her mind calmed down a bit



From inside the coat, Jim took something tied in paper. He threw it upon the table.

“I want you to understand me, Dell,” he said. “Nothing like a haircut could make me love you any less. But if you’ll open that, you may know what I felt when I came in.”

White fingers pulled off the paper. And then a cry of joy; and then a change to tears.

For there lay The Combs—the combs that Della had seen in a shop window and loved for a long time. Beautiful combs, with jewels, perfect for her beautiful hair. She had known they cost too much for her to buy them. She had looked at them without the least hope of owning them. And now they were hers, but her hair was gone.

But she held them to her heart, and at last was able to look up and say: “My hair grows so fast, Jim!”

And then she jumped up and cried, “Oh, oh!”

Jim had not yet seen his beautiful gift. She held it out to him in her open hand. The gold seemed to shine softly as if with her own warm and loving spirit.

“Isn’t it perfect, Jim? I hunted all over town to find it. You’ll have to look at your watch a hundred times a day now. Give me your watch. I want to see how they look together.”

Jim sat down and smiled.

“Della,” said he, “let’s put our Christmas gifts away and keep them a while. They’re too nice to use now. I sold the watch to get the money to buy the combs. And now I think we should have our dinner.”

The magi, as you know, were wise men—wonderfully wise men—who brought gifts to the newborn Christ-child. They were the first to give Christmas gifts. Being wise, their gifts were doubtless wise ones. And here I have told you the story of two children who were not wise. Each sold the most valuable thing he owned in order to buy a gift for the other. But let me speak a last word to the wise of these days: Of all who give gifts, these two were the most wise. Of all who give and receive gifts, such as they are the most wise. Everywhere they are the wise ones.

They are the magi.

What Students are Learning:

Students are reading “The Gift of the Magi” in order to understand the lesson, or theme, that O. Henry is trying to convey through the characters as well as the ironic ending. Students can deepen their learning by making predictions and personal connections to the text as they read.

Aligned Standards

- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).
- Draw evidence from literary or informational texts to support analysis, reflection, and research,



applying grade-level reading standards for literature and literary nonfiction.

Background and Context for Parents and Guardians:

- "The Gift of a Magi" is a classic Christmas story about love, sacrifice, and generosity.
- As we read, we will be discussing the themes of Friendship & Family, Love, and Power & Greed as they relate to the text. We are trying to answer these big questions :
 - "How does love emerge?"
 - "Does money buy happiness?"
 - "What makes a family?"

Ways to support your student:

● **Word Study**

Visit www.wordreference.com for translations and www.dictionary.com to hear the word pronounced.

- **Parsimony** (noun) : extreme unwillingness to spend money; cheapness
 - **Predominate** (verb) : to be the strongest or main element
 - **Sterling** (adjective) : being of the highest standard or quality
 - **Depreciate** (verb) : to lower the value of something, or to cause something to seem less valuable
 - **Patent** (adjective) : obvious
 - **Ardent** (adjective) : glowing or passionate
-
- **Ask** your child about this short story:
 - What is "The Gift of The Magi" about?
 - *"The Gift of the Magi" is about _____.*
 - What did you learn about? About Love? About Power and Greed?
 - *I learned _____. I learned _____ about love. I learned _____ about power and greed.*
 - **Watch** ["The Gift of the Magi"](https://www.youtube.com/watch?v=eEYKIV0vkIs) (<https://www.youtube.com/watch?v=eEYKIV0vkIs>) from O'Henry's Full House (1952) at home with your child.

Online Resources for Students:

Video: ["The Gift of the Magi"](https://www.youtube.com/watch?v=eEYKIV0vkIs) at <https://www.youtube.com/watch?v=eEYKIV0vkIs> - 1952 film version from O. Henry's *Full House*

Dictionaries:

Merriam-Webster Visual Dictionary: <http://www.visualdictionaryonline.com/> To search, use the search box under "index")

Dictionary.com: <https://www.dictionary.com/> Use this dictionary for definitions.

Word Reference: <https://www.wordreference.com/> Use this dictionary for word translation.

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When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge:

O. Henry (1862-1910), who was born William Sydney Porter, was an American author who wrote hundreds of short stories. He is known for his wit, wordplay, and twist endings. "The Gift of the Magi" was published in 1902.

Tic-Tac-Toe Choice Board 1: "The Gift of the Magi"

Directions: Read "The Gift of the Magi," [HERE \(https://tinyurl.com/GiftofMagiReading\)](https://tinyurl.com/GiftofMagiReading) Then, choose **6** activities from the choice board below. You should complete at least two activities from each **row**.

| | | | |
|--|---|--|---|
| <p>R O W 1</p> | <p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text "The Gift of the Magi."</p> <p>Write:</p> <ul style="list-style-type: none"> • 3 words you would use to describe Della as a character. Provide evidence from the text to support each word choice. • 3 questions you have about the text. | <p style="text-align: center;">Activity 2</p> <p>Complete a first read of the text "The Gift of the Magi."</p> <p>Write:</p> <ul style="list-style-type: none"> • What literary device is used in this sentence: "Della knew her hair was more beautiful than any queen's jewels and gifts." • Write your own example of the literary device you named above to describe something you cherish or love. | <p style="text-align: center;">Activity 3</p> <p>Text to Self Connection:</p> <p>Write a paragraph (5-7 sentences) describing what is most valuable to you in your life. It could be a physical trait, an item you own, or a value you hold. Why is it valuable to you? Is there anyone in your life you would give it to?</p> |
| <p>R O W 2</p> | <p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key (important) ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end of the speech. Your summary should be at least 5 sentences long.</p> | <p style="text-align: center;">Activity 5</p> <p>Complete a second read of the text. As you read, stop every 3-4 paragraphs to make predictions about what will happen next.</p> <p>In a 1-2 paragraph response, answer the following prompt: Irony is when something unexpected happens in the story. Explain how the ending of "The Gift of the Magi" is ironic (has irony). Provide evidence from the text to support your response.</p> | <p style="text-align: center;">Activity 6</p> <p>Complete a second read of the text. As you read, underline the words, actions, and descriptions of Della.</p> <p>In a 2-3 paragraph response, answer the following prompt: Based on what you underlined, how does the author indirectly characterize Della? In other words, what do her description, dialogue and actions say about what type of person she is? Give 3 examples.</p> |

| | Activity 7 | Activity 8 | Activity 9 |
|----------------------|--|---|--|
| R O W 3 | <p>Connect to the text: Write a 2-3 paragraph response to the prompt below:</p> <p>The holidays are often considered a time for family. Consider the role of family in this story. In the context of this story, what is the meaning of family? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p> | <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Watch the 1952 film rendition of "The Gift of the Magi." Write a 5-paragraph essay to compare the original text with this short film. What is similar? What is different? How does the use of lighting, music, imagery, casting, etc. influence O. Henry's original themes and mood? Make sure to cite evidence from both the text and the film to support your response.</p> | <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>What does the author, O. Henry, want readers to learn from this story? How does he develop that lesson, or theme, over the course of the text through the characters? Make sure to cite evidence from the text to support your response.</p> |

Lessons Four and Five

Grade: 7 Subject: English Language Arts

Topic: "Keeping up with the Joneses"
 By: CommonLit Staff
 Read online at <https://www.commonlit.org/en/texts/keeping-up-with-the-joneses>

ORIGINS
 "Keeping up with the Joneses" is an **idiom**, or popular phrase, that refers to the pressure to "keep up" with your neighbor's social status, wealth, or popularity. It refers to the way people constantly compare themselves to a neighbor and strive to accumulate the same material goods.

The origins of this phrase are not exactly clear. One explanation is that the Joneses were a **prominent**, wealthy family from New York. The Joneses and other rich New Yorkers began to build country mansions in the Hudson Valley. Soon, the houses in this area became grander and grander⁴. In 1853, Elizabeth Schermerhorn Jones built a 24-room mansion called Wyndcliffe, described as being very **ornate** and in the style of a Scottish castle. **Reputedly**, the mansion **spurred** more and more building by other families who wanted to show that they were of equal or greater wealth, a **phenomenon** described as "keeping up with the Joneses."



"Glenview Mansion 2" by Mr.TinDC is licensed under CC BY-NC-ND 2.0.

⁴ "Grander and grander" = bigger and bigger / fancier and fancier

By the mid-century, the Joneses had built up their wealth and enjoyed a grand lifestyle, thanks to their ties to a powerful New York bank. The family started hosting elaborate parties and made a list of four-hundred elite members of society to invite. Being on the “Four-Hundred List” was a sign of respect and popularity, and as a result, earning a spot on it became very competitive.

HISTORY

In Old World Europe, social status depended on one’s family name and connections to royalty. Because of this, it was very difficult for a person to change his or her social status or rank — it was something you were born with or you weren’t. In the United States, the widespread availability of luxury products such as cars, technology, and homes that show a person’s status is one thing that has made **social mobility** possible. Some say that it is possible in the U.S. to “buy your way to the top.” With the increasing availability and appeal of “status goods,” people became more **inclined** to define themselves by what they possessed. The quest for higher social status accelerated.

EFFECTS

The “keeping up with the Joneses” philosophy has widespread effects on some societies — some positive, and some negative. On one hand, it means that it is possible for people to enter into a higher social class. On the other hand, it means that people in a society sometimes become **preoccupied** with the **accumulation** of wealth and status, and there may be winners and losers. Some people may not be able to “keep up with the Joneses” and feel dissatisfied or inferior. The “keeping up with the Joneses” **phenomenon** can happen in any community where people define their own success in relation to the success of peers and compete to meet a competitive standard.

The term has been a commercial and cultural buzzword for over a century, but the **phenomenon** still **resonates** today. Especially with society now more interconnected than ever, it is easy for people to notice — and become jealous of — what their neighbors have that they don’t. But even in countries where the desire for upward social mobility through **consumerism** is strong, the poor may not be able to better themselves. Doug Henwood observed that “both the US and British poor were more likely to stay poor for a long period of time: almost half of all people who were poor for one year stayed poor for five or more years, compared with 30% in Canada and 36% in Germany. And, despite claims of great upward mobility in the US, 45% of the poor rose out of poverty in a given year, compared with 45% in the UK, 53% in Germany, and 56% in Canada. And of those who did exit poverty, 15% of Americans were likely to make a round trip back under the poverty line, compared with 16% in Germany, 10% in the UK, and 7% in Canada.” In other words, the more unequal the population of a country, the less likely people will be able to move up or down the ladder of social prominence and wealth.

“Keeping Up with the Joneses” by CommonLit Staff. Copyright © 2014 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

What Students are Learning:

Students are reading a nonfiction article, “Keeping up with the Joneses.” They will be examining how the author builds an argument using research in preparation to compare its effectiveness with a fictional text.

Aligned Standards

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as



inferences, conclusions, and/or generalizations drawn from the text.

- Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Background and Context for Parents and Guardians:

- This week in class, we're reading "Keeping Up with the Joneses" by CommonLit Staff.
- The phrase "keeping up with the Joneses" describes the habit of trying to compete with your peers' social status, wealth, and possessions. This article explores our systems of status and class, and why there exists this pressure of social competition.
- As we read, we will be discussing the themes of Power & Greed and Social Pressure as they relate to the text. We are trying to answer these big questions :
 - "Does money buy happiness?"
 - "Why do people follow the crowd?"

Ways to support your student:

- Word Study - review the words and phrases below with your student. Encourage them to use the words in everyday life.
 - **Prominent** (adjective) : widely and popularly known
 - **Ornate** (adjective) : covered with decorations; usually fancy patterns and shapes
 - **Reputedly** (adverb): according to what people say or believe; supposedly
 - **Spur** (verb) : to cause or promote something into action
 - **Phenomenon** (noun): something (such as an interesting fact or event) that can be observed and studied and that typically is unusual or difficult to understand or explain fully
 - **"Social mobility"** refers to the ability to move up in social ranking or status.
 - **Inclined** (adjective) : wanting to do something or likely to do something
 - **Preoccupy** (verb) : to think about something a lot or too much
 - **Accumulation** (noun) : a collection or the act of collecting
 - **Resonate** (verb) : to have particular meaning or importance for someone
 - **Consumerism** (noun) : the belief that it is good for people to spend a lot of money on goods and services
- Ask your child about this informational text at home:
 - What is "Keeping Up with the Joneses" About
 - *"Keeping Up with the Joneses" is about _____.*
 - What did you learn about? About Social Pressure?
 - *I learned _____. I learned _____ about social pressure.*
- Watch [The Joneses](https://www.youtube.com/watch?v=vGiSaSHBAeM) (<https://www.youtube.com/watch?v=vGiSaSHBAeM>) at home with your child.

Online Resources for Students:

Video: [The Joneses](https://www.youtube.com/watch?v=vGiSaSHBAeM) (<https://www.youtube.com/watch?v=vGiSaSHBAeM>)

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Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge: When everyone is getting the latest version of a smartphone, do you feel the pressure to buy one, too? The phrase “keeping up with the Joneses” describes the habit of trying to compete with your peers’ social status, wealth, and possessions. As you read, take notes on the historical origin and examples of keeping up with the Joneses.

Tic-Tac-Toe Choice Board 2: "Keeping up with the Joneses"

Directions: Read “Keeping up with the Joneses” (pages 7-8) Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

| | Activity 1 | Activity 2 | Activity 3 |
|---------------------------------|--|---|---|
| R o w 1 | <p>Complete a first read of the text “Keeping up with the Joneses”</p> <p>Write:</p> <ul style="list-style-type: none"> • 3 reactions you had to the text as you read. Cite the paragraph number. • 3 questions you have about the text. | <p>Word Study</p> <p>The words “prominent” and “resonate” may be new to you. Review their definitions and answer the following questions:</p> <ol style="list-style-type: none"> 1) Who is a <i>prominent</i> member of American society who sets trends? How do you know? <i>A prominent member of American society is _____ . I know this because _____ .</i> 2) What ideas in this article resonated with you? Why? _____ resonated with me, because _____ . | <p>Text to Self Connection:</p> <p>Write a paragraph (5-7 sentences) describing whether you feel pressure to “keep up with the Joneses.” If so, what do you feel most pressured to do or buy to show your status? If not, why not?</p> |



| | | | |
|---------------------------------|---|--|---|
| R o w 2 | Activity 4 Complete a second read of the text. As you read, take notes on the key (important) ideas of the text. Then, write a summary of the text. Make sure that your summary includes details from the beginning, middle, and end of the speech. Your summary should be at least 5 sentences long . | Activity 5 Complete a second read of the text. As you read, take notes on your personal connections or reactions . In a 1-2 paragraph response , answer the following prompt: Based on this text and on your personal experience, has the pressure to “keep up with the Joneses” improved, worsened, or stayed the same over time? Use evidence from both the text and your experience to support your response. | Activity 6 Complete a second read of the text. In a 2-3 paragraph response , answer the following prompt: What are the dangers of “keeping up with the Joneses?” How do you know? How can individuals avoid these dangers? Cite evidence from the text to support your answer. |
| | | | |



Lesson Six

Grade: 7 Subject: English Language Arts

Topic: "The Gift of the Magi" and "Keeping up with the Joneses"

In this lesson, students will use the two texts that they read in lessons 1-4 to synthesize their learning. Students should **re-read the texts** to familiarize themselves with the content in each text.

What Students are Learning:

Your student will re-read the two non-fiction texts that they used in lessons 1-4. Your student will be responsible for deepening their understanding of the value of being different.

- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- Analyze the interactions between individuals, events, and ideas in a text.
- Analyze how two or more authors present and interpret facts on the same topic.

Background and Context for Parents and Guardians:

- In the texts "The Gift of the Magi" and "Keeping up with the Joneses" the authors explore the pressure of to purchase physical items to demonstrate social status.
- As your student works on this lesson, they will consider the theme of materialism as it relates to the texts. They will work to answer this big question:
 - Can money buy happiness?
 - What are the dangers of materialism?

Ways to support your student:

- Word Study- Review the vocabulary words and phrases listed below with your child. Practice using these words when talking about the text. The words in **bold** are most important for students' understanding of the key ideas in the text.
 - Parsimony (noun) : extreme unwillingness to spend money; cheapness
 - **Predominate** (verb) : to be the strongest or main element
 - Sterling (adjective) : being of the highest standard or quality
 - Depreciate (verb) : to lower the value of something, or to cause something to seem less valuable
 - Patent (adjective) : obvious
 - Ardent (adjective) : glowing or passionate
 - **Prominent** (adjective) : widely and popularly known
 - **Ornate** (adjective) : covered with decorations; usually fancy patterns and shapes
 - Reputedly (adverb): according to what people say or believe; supposedly



- **Spur** (verb) : to cause or promote something into action
- **“Social mobility”** refers to the ability to move up in social ranking or status.
- **Inclined** (adjective) : wanting to do something or likely to do something
- **Preoccupy** (verb) : to think about something a lot or too much
- **Accumulation** (noun) : a collection or the act of collecting
- **Resonate** (verb) : to have particular meaning or importance for someone
- **Consumerism** (noun) : the belief that it is good for people to spend a lot of money on goods and services

Video: This [video](https://www.youtube.com/watch?v=6pRlaKq3L5I&feature=youtu.be) (<https://www.youtube.com/watch?v=6pRlaKq3L5I&feature=youtu.be>) provides students with an explanation about how they can compare two informational texts that cover similar topics. While this lesson asks students to compare one informational text and one fictional text, the video should be a helpful guide to writing a compare and contrast analysis.

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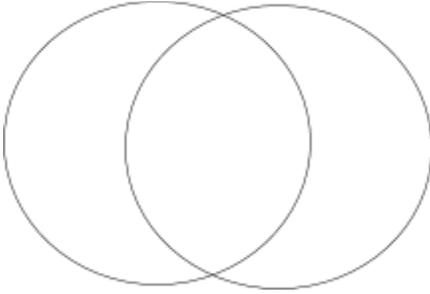
Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge: In this lesson, students will be asked to compare two texts that cover similar topics. [This tool](https://tinyurl.com/howtocomparetexts) (<https://tinyurl.com/howtocomparetexts>) can be used to support students in comparative work.

Tic-Tac-Toe Choice Board 3: “The Gift of the Magi” and “Keeping up with the Joneses”

Directions: Reread the texts “The Gift of the Magi” and “Keeping up with the Joneses”. Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

| | | | |
|---|---|---|--|
| <p>R o w</p> <p>1</p> | <p>Activity 1</p> <p>Reread “The Gift of the Magi” and “Keeping up with the Joneses” Then, create a Venn Diagram comparing the texts’ main ideas.</p>  | <p>Activity 2</p> <p>Reread “The Gift of the Magi” and “Keeping up with the Joneses”</p> <p>In 2-3 paragraphs, respond to the following prompt: Do you believe Della and Jim were victims of “keeping up with the Joneses?” If so, how do you know? If not, why not? Explain your response and cite evidence from both texts to support your opinion.</p> | <p>Activity 3</p> <p>Word Study: Choose 5 additional, unfamiliar words from either text.</p> <ul style="list-style-type: none"> ● Look up the definition of each word ● Write two sentences using each word. ● The sentences are to be grade appropriate and use at least eight words in each sentence |
| <p>R o w</p> <p>2</p> | <p>Activity 4</p> <p>Personal Writing:</p> <p>What is your most prized material possession? What makes that item special? Explain whether you would sacrifice that item for someone you love and share your reasoning. Finally, make a connection to either text to justify your response.</p> | <p>Activity 5</p> <p>Genre Writing:</p> <p>Write a letter to Della and Jim from “The Gift of the Magi” to give them advice that you learned from the article “Keeping up with the Joneses.” Share three recommendations informed by the text and your own experience.</p> | <p>Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Which text - “The Gift of the Magi” or “Keeping up with the Joneses” - do you think is better at teaching readers about the dangers of materialism? Develop three reasons for your answer and cite each with evidence from the texts.</p> |

Grade: 7 Subject: English Language Arts

Topic: Capitalism

by Jessica McBirney

An economic system refers to the way the money, industry, and trade of a country or region are organized. People often disagree about how economic systems around the world should work. Capitalism, the system used in the United States, tends to involve fewer rules from the government. Many people support capitalism, but some critics say that it is unfair and can prevent poorer people from improving their lives.

As you read, take notes on both the positive and negative traits of capitalism.



["Money"](#) by Pictures of Money is licensed under CC BY 2.0.

Capitalism is an economic system in which individual people make most of the decisions and own most of the property in a country. This is the system used in the United States today.

PROPERTY

In a capitalist society, individual people and businesses can own property. Property can be a piece of land, a house, or something smaller, like a car or even a shirt. People can decide when to sell their property or buy more property, and they are free to buy or sell without asking for permission from the government. They can also decide what price they will charge for their property or how much money they will spend on a new piece of property. A big system of people buying and selling property is called a “market.”

THE ROLE OF THE GOVERNMENT

Capitalists say the government should not make very many laws about the economy. They prefer “free markets,” which are markets with only a few laws and **regulations**.¹ For example, the government could make a law telling people not to steal someone else’s property, because property is so important for everyone to succeed. However, the government should not make a law telling people a price they have to charge to sell something. Some capitalists say that the government should not use money collected from **taxes**² to help people who are poor or sick. Instead, they believe that individual people should help each other without being forced to give away their money.

1. Rules the government sets up to control something.



2. Taxes are money that a government requires its citizens to pay, in order to pay for things like roads, public schools, libraries, the military, and many other things that a government may provide for its people.

INVESTMENT

Another important part of capitalism is investment. To invest in something is to buy a small piece of something because you believe it has value. For example, if Martha wanted to start a candy store, she might ask several of her friends to invest money in her idea. Once she had money from a few different people, she could buy a building for the store. She would **recompense**³ investors by giving them a percentage of the money she made from the store's business. Investment helped everyone in this case, because Martha got the extra money she needed to buy her store, and all her investors got to share in her success. Very large companies can sometimes get thousands of investors.

BENEFITS OF CAPITALISM

Capitalist **proponents**⁴ believe capitalism is the best system for the economy because it can help the most people. Because it is easy to own property, people can use their property to become richer. Many capitalists also like the freedom from government and laws. They also believe capitalism allows people to make new inventions, like the car or the computer. Thanks to investors, people with good new ideas can succeed and turn their ideas into businesses that make money.

The features of capitalism may sound familiar to you, because capitalism is the type of economic system that exists in many countries today, including the United States, Canada, and Great Britain. However, some countries are not capitalist – such as China, Cuba, and North Korea. Their leaders do not believe that capitalism is the best economic system.

ANTI-CAPITALISTS

Some people in the world – including some citizens of capitalist countries – do not think capitalism is a fair system for the economy. These people are usually called **socialists**⁵ or **communists**⁶. They often want the government to make more decisions in the economy. They believe capitalism can be unfair because it causes too much competition between people, and prevents those with less wealth from having equal opportunities. They think capitalism divides people into two groups: workers and business owners. Instead of working together, these two groups compete against each other and hurt each other.

One writer named Karl Marx wrote a book called *The Communist Manifesto*, which told workers to **rebel**⁷ against business owners. The most famous real-world example of this was the revolution in Russia in 1917. The communist government lasted until 1991. Some historians say their country fell apart because they did not use capitalism in their economy, while others point to different reasons, such as attacks from other countries.

3. Recompense (verb): to pay someone back for something

4. Proponent (noun) : supporter; advocate

5. Socialists are people who support socialism, a system in which everyone has an equal opportunity to benefit from a country's wealth. Under socialism, the country's main industries are usually owned by the state.

6. Communists are people who support communism, the political belief that all people are equal and that workers should control the means of producing things.



7. Rebel (verb) : to reject or oppose something; to take actions to take power away from someone who controls something

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What Students are Learning:

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.
- CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

Background and Context for Parents and Guardians:

This article explains the economic system of capitalism along with some of its potential upsides and drawbacks, as well as alternative economic systems.

As students read, they will consider the themes of morality and greed and power as they relate to the text.

Students will try to answer these big questions:

- "Does money buy happiness?" and
- "What is good and how do we know?"

Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
 - **Regulations (noun):** Rules the government sets up to control something.
 - **Proponent (noun):** supporter; advocate
 - **Socialists (noun):** people who support socialism, a system in which everyone has an equal opportunity to benefit from a country's wealth. Under socialism, the country's main industries are usually owned by the state.
 - **Communists (noun):** people who support communism, the political belief that all people are equal and that workers should control the means of producing things.
 - **Rebel (verb):** to reject or oppose something; to take actions to take power away from someone who controls something
- After reading, ask questions about the text. These questions could include:
 - What was "Capitalism" about?
 - *"Capitalism" is about _____.*
 - What did you learn about power and greed?
 - *I learned _____ about power and greed.*

Online Resources for Students:

Video: Watch the following clips with your child at home:



- ['Is Capitalism Moral?'](#)
- ['What is Socialism?'](#)

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Link: <https://powerlibrary.org>

When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge:

Look up the underlined words in the passage below using: <https://kids.britannica.com/>

Introduction

Capitalism is an economic system. That is, it is a system for dealing with money and wealth. In a capitalist country, citizens, not governments, own and run companies. These companies compete with other companies for business. They decide which goods and services to provide. They also decide how much to charge for the goods and services and where to sell them. Companies do all these things to make money for their owners. People who use their money to start or to run companies are called capitalists.

Many countries of the world—including the United States, Great Britain, Japan, and Germany—practice capitalism. Other names for capitalism are free-market economy and free enterprise.

Rise of Capitalism

Capitalism has existed since ancient times—for as long as people have bought and sold goods. However, it gained importance in the 1500s with the growth of trade, industry, and banking. During this time governments tried to encourage trade. To do this, countries behaved like merchants. They tried to sell more to foreign countries than they bought from those countries. This idea of profit (taking in more money than one pays out) helped modern capitalism to develop.

“Laissez-Faire” Capitalism

In the 1700s and 1800s, the Industrial Revolution brought great changes to the economies of many countries. Factories were invented, and soon manufacturing grew greatly. Manufacturers did not want governments to control trade anymore. They wanted to be left alone to run their companies. This idea became known as “laissez-faire,” which means “allow to do” in French.

Reactions to Capitalism

During the 1800s and early 1900s companies produced more and more goods, and many capitalists became rich. However, ordinary workers earned low wages while working long hours, sometimes in dangerous conditions. These problems led to the growth of labor movements. Many workers banded together to demand better treatment from companies.

The ideas of socialism also became popular. Under socialism, a government controls the economy by owning companies and property. It then tries to spread its country's wealth fairly among its citizens. Many

countries followed some socialist ideas in the 1900s. Some countries, including the Soviet Union, adopted a form of socialism called Communism.

Capitalism Today

Laissez-faire capitalism mostly ended during the 1930s. People throughout the world suffered economic problems during a period called the [Great Depression](#). Many people—not just socialists—came to believe that governments had to help control the economy. Most governments now pass laws to make companies treat customers and workers fairly.

Capitalism remains the world's most popular economic system. Many countries today even mix capitalism with socialism. In these countries, the government owns some companies and provides many services, but individuals may own companies, too.

From: <https://kids.britannica.com/kids/article/capitalism/352909>

Tic-Tac-Toe Choice Board (This should be used for lessons 7 and 8):
Capitalism

Directions: Read the text "Capitalism". You can access the text above. Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

| | | | |
|--|--|--|---|
| <p>R o w 1</p> | <p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text "Capitalism".</p> <p>Write:</p> <ul style="list-style-type: none"> ● 3 things that interested you about the text. ● 3 questions you have about the text. | <p style="text-align: center;">Activity 2</p> <p>Read "Capitalism". Then answer the questions listed below:</p> <ul style="list-style-type: none"> ● What is the central idea presented in the text? How did the author support this idea? (cite evidence) ● Why do some people believe that communism is unfair? Support your response with evidence from the text. | <p style="text-align: center;">Activity 3</p> <p>Word Study: Read the definitions of the vocabulary words (regulations, proponent, socialists, communists, rebel)</p> <ul style="list-style-type: none"> ● Write two sentences for each vocabulary word. ● Each sentence should be at least eight words long. |
| <p>R o w 2</p> | <p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes essential details from the text. Your summary should be at least 5-7 sentences long.</p> | <p style="text-align: center;">Activity 5</p> <p>Text dependent analysis: Write an essay responding to the prompt below.</p> <p>Authors often use specific text structures to convey their point. Write an essay analyzing how the author uses a descriptive text structure to support their main idea. Cite evidence from the text in your response.</p> | <p style="text-align: center;">Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Supporters of capitalism often say that capitalism makes it easy to bring the best products or services to the market, which is great for the average person. In the context of this article, does capitalism encourage and help people start their own businesses? Is this important for the economy? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.</p> |

Lessons Nine and Ten

Grade: 7 Subject: English Language Arts

Topic: Financial Literacy
by Jessica McBirney

There are many decisions a person needs to make in regards to money. Not only do people need to decide what to do with their money, but they need to know the costs and benefits of these decisions. In this informational text, Jessica McBirney discusses in greater detail the various choices a person can make with their money. As you read, take notes on how you would respond to the options McBirney gives the reader.



"Money - Savings" by 401(K) 2012 is licensed under CC BY-SA 2.0.

Money is one of the most complicated and **controversial**⁵ things in the world. Some people are very **cautious**⁶ about having and using it, while others try to earn (or even steal) as much of it as possible. Financial systems are extremely complicated, which unfortunately means there are too many people who do not understand how to use their money in the best ways.

In order to understand money and some of the ways you can use it, let's do a thought experiment: a very **generous**⁷ aunt just gave you \$1,000 and said you can use it however you want. What are some of the options you have?

BANKS

Maybe the first idea you had was to put your \$1,000 into a bank. There are two different ways to put money into a bank. The first option is to put money into a checking account. This is the simplest option, because a checking account holds your money and allows you to access it very easily at any time you would like.

The second option is to use a savings account. Money in a savings account is harder to access on demand, but the bank will pay you a small percentage of the total for keeping your money in that account. This is called interest. For example, if you put all \$1,000 in a savings account, and the bank's **interest rate**⁸ is 3%, at the end of the year you will have \$1,030.

⁵ Controversial (adj.) = causing a discussion of opposing or very different views

⁶ Cautious (adj.) = careful to avoid danger or risk

⁷ Generous (adj.) = giving, unselfish

⁸ Interest rate (noun) = the percentage of money that the bank pays you for having money in a bank account

Why does the bank want your money, if they have to pay to hold it for you? Actually, banks are very happy when you store your money with them, because they use the money when you do not. If you put \$1,000 into a savings account, the bank will hold onto a small portion of it, maybe \$100, and give the other \$900 out to other customers as loans.

LOANS

A bank gives loans to people who temporarily need more money than they have. For example, you might need some extra money in the form of a loan to buy a house or start a business.

Banks like to give out loans because when someone borrows money, they have to pay that money back along with interest on the money (it's the same idea as the interest you'll receive from your savings account, except this time the customer is paying it).

Remember that \$900 the bank is borrowing from your savings account? If the bank gave that \$900 as a loan to a customer, at a 10% interest rate, then at the end of the year that customer will owe the bank \$990. Now the bank has made a profit from that loan.

CREDIT

Credit and credit cards are special types of loans. When you use a credit card to buy things, instead of paying for them immediately, each purchase goes onto a big list. At the end of the month, the credit card company adds everything on the list together and sends you a one bill for the total amount of money you spent that month.

The special feature of credit cards is that you do not have to pay back the entire bill right then. Imagine you spent \$5,000 last month. When you get the bill, you might only have to use your \$1,000 to pay the bill, but you still have all \$5,000 worth of stuff you bought.

This functions as a loan because the credit card company has, in a **round-about way**⁹, loaned you that leftover \$4,000. As with a loan, you will still have to pay that \$4,000 back eventually, and the credit card company will charge you interest on it. So, in the end, you might owe \$4,500 (plus the \$1,000 you used to pay the minimum part of the original bill).

It is usually not smart to pay off only small **portions**¹⁰ of your monthly credit card bill. The longer you wait to pay it off, the more money you will eventually owe to the credit card company.

CREDIT SCORES AND BANKS

A credit score keeps track of how often you are not able to pay back your full credit card bill right away, as well as other data related to your credit usage. If you pay your whole bill on time every single month, you will have a very good credit score. This usually means a number around 700 or higher. But if you frequently pay only the minimum requirement, or if you often pay your bills late, you will have a bad credit score. This is usually a number below 600.

⁹ in a round-about way (idiom) = not directly, basically

¹⁰ Portions (noun) = parts of a larger amount

Banks are more likely to give out loans to people with very high credit scores. People with high credit scores will probably be more responsible with the loan and are far more likely to pay the loan back on time and with interest. This is why it is important to spend money wisely and be careful how you use credit cards.

THE STOCK MARKET

Let's go back to your \$1,000. One other option you have is to **invest**¹¹ it in the stock market. The stock market is a place where you can buy stocks, or very small percentages, of big companies like Walmart or Facebook. Each stock can cost anywhere from a few dollars to a few hundred dollars. If the company makes money, each stock-holder gets to share a small percentage of their profit.

This is how you can earn money on the stock market. Let's say you use your \$1,000 to buy 20 stocks in Facebook, at \$50 per stock. You are taking a **gamble**¹² – if Facebook does well in the next year, the value of those stocks will go up, but if it does poorly, their value will go down. Fortunately for you, at the end of the year, you discover Facebook's value has increased! Now each stock is worth \$55. This means your total is \$1,100, and you made \$100. But it was still a gamble, because Facebook's value might have decreased. If each stock dropped to \$45, your total would be only \$900, and you could have lost \$100.

So, what do you think you will do with the \$1,000 from your aunt? Now you know you have some options: to put it in a checking account for easy access, or to keep it in a savings account to earn interest. You've learned how the bank could use that money to provide loans to other people. You might even choose to use the money your aunt gave you to invest in the stock market. Yes, there are many options and you could choose from any one of them. Just don't spend it all at once!

"Financial Literacy" by Jessica McBirney. Copyright © 2017 by CommonLit, Inc. This text is licensed under CC BY-NC-SA 2.0.

What Students are Learning:

- CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.
- CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

Background and Context for Parents and Guardians:

In the informational text "Financial Literacy," Jessica McBirney explores the various choices a person can make with their money.

As students read, they should consider the themes of education & knowledge as well as power & greed as they relate to the text.

¹¹ Invest (verb) = to use your money to buy something that will help you make more money

¹² Gamble (noun) = risk

Students should try to answer these big questions:

- "Does money buy happiness?" and
- "What is the goal of education?"

Ways to support your student:

- Word Study- Review the vocabulary words listed below with your child. Practice using these words when talking about the text.
 - **Financial Literacy** noun - what someone knows about how money works
 - **Controversial** adj. causing a discussion of opposing or very different views
 - **Portion** noun a part of a larger thing or amount
- After reading, ask questions about the text. These questions could include:
 - What was "[Financial Literacy](#)" about?
 - "*Financial Literacy*" is about _____.
 - What did you learn about power and greed?
 - I learned _____ about power and greed.

Online Resources for Students:

Video: Watch [One Life-Changing Class You Never Took: Alexa von Tobel at TEDxWallStreet](https://www.youtube.com/watch?v=8jkri0AeZWQ) (<https://www.youtube.com/watch?v=8jkri0AeZWQ>) at home with your child.

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When you access this link from home you will need to log in with the barcode number on your library card. If you do not have a library card, click on the link that reads: Apply for an e-card now. You will need to enter your email and zip code. You will receive a login to Powerlibrary.

Building Background Knowledge:

What is Financial Literacy?

As financial literacy expands beyond balancing a checkbook to include entrepreneurship and investing, schools must begin to define and teach this critical life skill.

By [Dr. Lennette A. Coleman](https://www.edutopia.org/profile/dr-lennette-coleman) (<https://www.edutopia.org/profile/dr-lennette-coleman>)

October 13, 2015

What is financial literacy? There are many definitions floating about, and most are based upon a knowledge and understanding of personal finance and financial institutions.

Beyond Personal Finance

The public is faced with nearly two decades of struggling global economies, unemployment, and the collapse of numerous financial institutions. Very few families have not experienced the fear of uncertain personal

finances and felt concern about being financially stable and secure in their future. Yet, within the same time frame, changes in legislation for investment, saving, retirement, and capital lending have provided the opportunity for individuals to acquire wealth through entrepreneurship and investing.

Therefore, our definition of financial literacy encompasses more than just personal finance. To be financially literate, an individual does need to be fluent in personal finance, but also in global economics, entrepreneurship, and investing -- all on a platform of real-time technology.

Personal finance has moved beyond merely balancing your checkbook and saving for a rainy day. Most banking and financial transactions happen online and in real time, and they can involve and intersect with several institutions and individuals in a matter of seconds. The need to access and utilize money can be immediate. It also requires an understanding of how to navigate personal finance technologically at an early age, which is a necessity today.

Global economics impact everyone. Long before the era of industrialization, trade and commerce between countries and continents were interconnected and interdependent. Currently, struggling economies have brought more individuals who seek entrepreneurial endeavors. Entrepreneurship is more than having an idea for a product to manufacture. Ideas, services, and even commentary and critique now have a market -- and a market value. Entrepreneurship is about seizing an opportunity to advance ourselves and our ideas, and to benefit financially from the interests and needs of others.

Investing is the jewel in the crown. It is simply not enough for an individual to work hard and earn money. You need to make the money that you earn work hard for you! Investing is the greatest source of accumulating and maintaining wealth. There are a myriad of ways to invest, allowing even the hard-working individual to grow his or her finances and secure a comfortable future.

From: <https://www.edutopia.org/blog/what-is-financial-literacy-lennette-coleman>

Tic-Tac-Toe Choice Board (This should be used for lessons 9 and 10):
“Financial Literacy”

Directions: Read the text “Financial Literacy”. You can access the text above. Then, choose **4** activities from the choice board below. You should complete at least two activities from each **row**.

| | | | |
|---|---|---|--|
| <p>R o w 1</p> | <p style="text-align: center;">Activity 1</p> <p>Complete a first read of the text “Financial Literacy”.</p> <p>Write:</p> <ul style="list-style-type: none"> ● 3 things that interested you about the text. ● 3 questions you have about the text. | <p style="text-align: center;">Activity 2</p> <p>Read “Financial Literacy”. Then answer the questions listed below:</p> <ul style="list-style-type: none"> ● What is the central idea presented in the text? How did the author support this idea? ● Describe the relationship between banks and their clients. Use evidence from the text to support your response. | <p style="text-align: center;">Activity 3</p> <p>Personal writing: Write an essay responding to the prompt below.</p> <p>In the context of the text, does money buy happiness? How does saving money versus spending money lead to different types of happiness? What are the benefits and disadvantages of both?</p> |
| <p>R o w 2</p> | <p style="text-align: center;">Activity 4</p> <p>Complete a second read of the text. As you read, take notes on the key ideas of the text.</p> <p>Then, write a summary of the text. Make sure that your summary includes essential details from the text. Your summary should be at least 5-7 sentences long.</p> | <p style="text-align: center;">Activity 5</p> <p>Text dependent analysis: Write an essay responding to the prompt below.</p> <p>Authors often use specific text structures to convey their point. Write an essay analyzing how the author uses a descriptive text structure to support their main idea. Cite evidence from the text in your response.</p> | <p style="text-align: center;">Activity 6</p> <p>Respond to the text: Write an essay responding to the prompt below.</p> <p>Consider both “Capitalism” and “Financial Literacy”. What financial choices does the author explore in “Financial Literacy” that are also relevant to capitalist systems? Support your response with evidence from the text.</p> |



Rubrics

PENNSYLVANIA WRITING ASSESSMENT DOMAIN SCORING GUIDE

| | FOCUS | CONTENT | ORGANIZATION | STYLE | CONVENTIONS |
|----------|---|--|---|--|--|
| | <i>The single controlling point made with an awareness of task (mode) about a specific topic.</i> | <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</i> | <i>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.</i> | <i>The choice, use and arrangement of words and sentence structures that create tone and voice.</i> | <i>The use of grammar, mechanics, spelling, usage and sentence formation.</i> |
| 4 | Sharp, distinct controlling point made about a single topic with evident awareness of task (mode) | Substantial, specific and/or illustrative content demonstrating strong development and sophisticated ideas | Sophisticated arrangement of content with evident and/or subtle transitions | Precise, illustrative use of a variety of words and sentence structures to create consistent writer’s voice and tone appropriate to audience | Evident control of grammar, mechanics, spelling, usage and sentence formation |
| 3 | Apparent point made about a single topic with sufficient awareness of task (mode) | Sufficiently developed content with adequate elaboration or explanation | Functional arrangement of content that sustains a logical order with some evidence of transitions | Generic use of a variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience | Sufficient control of grammar, mechanics, spelling, usage and sentence formation |
| 2 | No apparent point but evidence of a specific topic | Limited content with inadequate elaboration or explanation | Confused or inconsistent arrangement of content with or without attempts at transition | Limited word choice and control of sentence structures that inhibit voice and tone | Limited control of grammar, mechanics, spelling, usage and sentence formation |
| 1 | Minimal evidence of a topic | Superficial and/or minimal content | Minimal control of content arrangement | Minimal variety in word choice and minimal control of sentence structures | Minimal control of grammar, mechanics, spelling, usage and sentence formation |

ENGLISH COMPOSITION CONVENTIONS SCORING GUIDELINES

| Scoring Domain | Score Point 4 At this score point, the writer— | Score Point 3 At this score point, the writer— | Score Point 2 At this score point, the writer— | Score Point 1 At this score point, the writer— | Score Point 0 At this score point, the writer— |
|---------------------------|--|--|--|---|--|
| Grammar and Usage | demonstrates command of standard English grammar and usage | demonstrates control of standard English grammar and usage | demonstrates limited or inconsistent control of standard English grammar and usage | demonstrates minimal control of standard English grammar and usage | demonstrates little or no control of standard English grammar and usage |
| Mechanics | demonstrates command of standard English capitalization, punctuation, and spelling | demonstrates control of standard English capitalization, punctuation, and spelling | demonstrates limited or inconsistent control of standard English capitalization, punctuation, and spelling | demonstrates minimal control of standard English capitalization, punctuation, and spelling | demonstrates little or no control of standard English capitalization, punctuation, and spelling |
| Sentence Formation | demonstrates command of sentence formation | demonstrates control of sentence formation | demonstrates limited or inconsistent control of sentence formation | demonstrates minimal control of sentence formation | demonstrates little or no control of sentence formation |
| Summation | At this score point, the writer makes few errors, and errors do not interfere with reader understanding. | At this score point, the writer makes few errors, and errors seldom interfere with reader understanding. | At this score point, the writer makes errors, and errors may interfere with reader understanding. | At this score point, the writer makes errors, and errors often interfere with reader understanding. | At this score point, the writer makes errors, and errors consistently interfere with reader understanding. |



How to Structure an Essay

Introductory paragraph: The introductory paragraph allows students to introduce their topic. The introductory paragraph contains a thesis statement and serves to build background knowledge or set a scene for the reader, in regards to the topic.

Thesis Statement: A thesis statement usually appears at the beginning of the introductory paragraph of a paper, and it offers a concise summary of the student's main point or claim in the essay, research paper, etc. The thesis statement is developed, supported, and explained in the course of the paper by means of examples and evidence. Students can determine the strength of their thesis statement by asking the following:

- **Do I answer the question?** Re-reading the question prompt after constructing a working thesis can help you fix an argument that misses the focus of the question.
- **Have I taken a position that others might challenge or oppose?** If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.
- **Is my thesis statement specific enough?** Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: *why* is something "good"; *what specifically* makes something "successful"?
- **Does my thesis pass the "So what?" test?** If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.
- **Does my essay support my thesis specifically and without wandering?** If your thesis and the body of your essay do not seem to go together, one of them has to change. It's okay to change your working thesis to reflect things you have figured out in the course of writing your paper. Remember, always reassess and revise your writing as necessary.
- **Does my thesis pass the "how and why?" test?** If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Formal Style: When writing in a formal style, students need to be as thorough as possible and ensure that each point that is being made is introduced, elaborated, and concluded. Writing that adheres to a formal style will generally contain the following components:

- **Complex** – Longer sentences are likely to be more prevalent in formal writing. You need to be as thorough as possible with your approach to each topic when you are using a formal style. Each main point needs to be introduced, elaborated and concluded.
- **Objective** – State main points confidently and offer full support arguments. A formal writing style shows a limited range of emotions and avoids emotive punctuation such as exclamation points, ellipsis, etc., unless they are being cited from another source. (See objective tone for additional details)
- **Full Words** – No contractions should be used to simplify words (in other words use "It is" rather than "It's"). Abbreviations must be spelt out in full when first used, the only exceptions being when the acronym is better known than the full name (BBC, ITV or NATO for example).
- **Third Person** – Formal writing is not a personal writing style. The formal writer is disconnected from the topic and does not use the first person point of view (I or we) or second person (you).



Objective Tone: When using objective tone in writing, students present information in a neutral, factual and unbiased manner. To achieve an objective tone, students must avoid personal pronouns, judgemental words that indicate personal feelings, and emotive words that may indicate their opinions in regards to the selected topic. Additionally, to ensure objectivity, students may use the following appeals throughout their writings.

Conclusion (discussion - if long in length): A conclusion is closely related to the introduction. The conclusion summarises the major inferences that can be drawn from the information presented in the student's' written work. The conclusion / discussion usually adheres to the following format:

- It often begins by summarising (briefly) the main structure or scope of the paper. (This is not necessary if the paper follows a very predictable structure, such as the Methods, Results, Discussion structure of a scientific report).
- The conclusion then confirms the topic which was given in the introduction. Depending on what type of paper you are writing, this may take the form of the aims of the paper, a thesis statement (point of view) or a research question/hypothesis and its answer/outcome.
- The conclusion usually ends with a more general statement about how this topic relates to its context. This may take the form of an evaluation of the importance of the topic, implications for future research or a recommendation about theory or practice.

Transitions: A transition establishes logical connections between sentences, paragraphs, concepts, and sections of a student's work. Transitions allow students to convey information clearly and concisely. (See additional resources for a link to transitional words and phrases for effective writing)

Here are some modifications for students who may experience difficulty or need extra support with the assignments.

These activities are to be used with each text

- Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- After at least 2 readings of the text, choose up to 2 words to describe the main character (s). Provide at least one detail to support your choice.
- Write at least 1 or 2 questions you may have about the text.
- Write a short summary about the story, citing up to 2 supporting details

More Online Resources for Additional Support:

World news for students

Link: <https://www.newsinlevels.com>

Video lessons and activities for learning English

Link: <http://www.usalearns.org>

Additional Online Resources:

The International Children's Library has a multicultural collection of free digital books.

Link: bit.ly/interchildlibrary

StoryWeaver has a collection of read along stories.

Link: bit.ly/StoryWeaver2020

The British Council's Learn English Kids website has stories, videos and games for English Learners.

Link: learnenglishkids.britishcouncil.org

Cambridge has online activities for students learning English.

Link: bit.ly/CamEnglishActivities

The San Diego Zoo has online stories, videos, and activities.

Link: kids.sandiegozoo.org/stories

Colorín Colorado has many resources for parents.

Link: <https://www.colorincolorado.org/families>