

LITERATURE & THOUGHT

AND JUSTICE FOR ALL



TEACHER GUIDE

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Literature & Thought And Justice for All

History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	TG: pp. 20, 26–27, 29, 36–37 IWL: 2.1, 2.2, 3.1, 3.2
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SB: p. 12 TG: pp. 17, ,25, 28, 35, 38, 45, 49, 54
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: p. 42
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	TG: pp. 22, 50
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: pp. 29, 55
8. Distinguish among fact, opinion, and reasoned judgment in a text.	TG: p. 22
9. Analyze the relationship between a primary and secondary source on the same topic.	TG: pp. 47–48 IWL: 4.1, 4.2
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 63 include selections that are challenging, average, and easy.

Literature & Thought And Justice for All

History/Social Studies Standards » Writing » Grades 6–8 (WHST)

Text Types and Purposes

<p>1. Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>SB: p. 50 TG: pp. 23–24, 50 IWL: 1.3, 1.4</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: p. 80 TG: pp. 33–34, 58, 59 IWL: 2.3, 2.4</p>
<p>3. Not applicable as a separate requirement.</p>	<p>Not applicable as a separate requirement.</p>
<h3>Production and Distribution of Writing</h3>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: pp. 50, 80, 110 TG: pp. 23–24, 33–34, 43–44, 50, 60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>TG: p. 60</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: pp. 56–57</p>

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	TG: pp. 55, 56–57
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TG: pp. 58, 59, 60
9. Draw evidence from informational texts to support analysis, reflection, and research.	SB: pp. 50, 80, 110 TG: pp. 23–24, 33–34, 43–44, 47–48, 60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2
Range of Writing	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB: pp. 50, 80, 110 TG: pp. 23–24, 33–34, 43–44, 47–48, 60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2

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English Language Arts Standards » Reading: Literature » Grade 7 (RL)

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TG: pp. 18, 26–27, 36–37, 52, 53 IWL: 2.1, 2.2, 3.1, 3.2
2. 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.	SB: p. 80 TG: pp. 21, 30, 31, 33–34, 39, 40, 41 IWL: 2.3, 2.4
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	TG: pp. 32, 52

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	SB: p. 12 TG: pp. 17, 25, 28, 35, 38, 40, 45, 49, 53, 54
5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	TG: pp. 15–16, 31, 41 IWL: 1.1, 1.2
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	TG: p. 39

Integration of Knowledge and Ideas

7. 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).	TG: pp. 15–16, 41 IWL: 1.1, 1.2
8. (Not applicable to literature)	(Not applicable to literature)
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	TG: pp. 36–37, 40, 47–48 IWL: 3.1, 3.2, 4.1, 4.2

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 63 include selections that are challenging, average, and easy.
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Literature & Thought And Justice for All

English Language Arts Standards » Reading: Informational Text » Grade 7 (RI)

Key Ideas and Details

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	TG: pp. 20, 22, 26–27, 29, 31, 36–37 IWL: 2.1, 2.2, 3.1, 3.2
2. 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.	TG: p. 19
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	TG: p. 20

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	SB: p. 12 TG: pp. 17, 25, 28, 35, 38, 45, 49, 51, 54
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	TG: pp. 15–16, 42 IWL: 1.1, 1.2
6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	TG: pp. 20, 22, 50

Integration of Knowledge and Ideas

7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	TG: pp. 15–16 IWL: 1.1, 1.2
8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	SB: p. 50 TG: pp. 23–24 IWL: 1.3, 1.4
9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	TG: pp. 47–48 IWL: 4.1, 4.2

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 63 include selections that are challenging, average, and easy.
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English Language Arts Standards » Writing » Grade 7 (W)

Text Types and Purposes

<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>SB: p. 50 TG: pp. 23–24, 50 IWL: 1.3, 1.4</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: p. 80 TG: pp. 33–34, 58, 59 IWL: 2.3, 2.4</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>TG: p. 51</p>

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English Language Arts Standards » Writing » Grade 7 (W)	
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB: pp. 50, 80, 110 TG: pp. 23–24, 33–34, 43–44, 50, 51, 60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	TG: p. 60
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	TG: p. 55
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	TG: pp. 55, 56–57
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	TG: p. 60
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB: pp. 50, 80, 110 TG: pp. 23–24, 33–34, 43–44, 47–48, 58, 59, 60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SB: pp. 50, 80, 110 TG: pp. 23–24, 33–34, 43–44, 47–48, 58, 59, 60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2

Literature & Thought And Justice for All

English Language Arts Standards » Writing » Grade 7 (W)	
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9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SB: pp. 50, 80, 110 TG: pp. 23–24, 33–34, 43–44, 47–48, 58, 59, 60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.1, 4.2
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All Standards Correlated by Selection >> Grade 7							
Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Concept Vocabulary	SB: p. 12	RL.7.4	RI.7.4			RH.6–8.4	
Cluster One: What’s Fair—What’s Not?							
Teaching the Critical Thinking Skill: Evaluating	TG: pp. 15–16 IWL: 1.1, 1.2		RI.7.8				
Cluster One Vocabulary	TG: p. 17	RL.7.4	RI.7.4			RH.6–8.4	
Someone Who Saw, David Gifaldi	TG: p. 18	RL.7.1					
Crossing the Line, Nell Bernstein	TG: p. 19		RI.7.1 RI.7.4	W.7.4		RH.6–8.1 RH.6–8.4	WHST.6–8.4
Innocent Have I Been Tortured, Innocent Must I Die, Johannes Junius, with Milton Meltzer	TG: p. 20		RI.7.1 RI.7.3 RI.7.6			RH.6–8.1	
The Law vs. Justice, Dave Barry	TG: p. 21	RL.7.2					
Could a Woman Do That?, Anita Gustafson	TG: p. 22		RI.7.1 RI.7.6			RH.6–8.6 RH.6–8.8	
Responding to Cluster One Writing Activity: Look at It My Way	SB: p. 50 TG: pp. 23–24 IWL: 1.3, 1.4		RI.7.8	W.7.1 W.7.4 W.7.9			WHST.6–8.1 WHST.6–8.4 WHST.6–8.9
Cluster One Vocabulary Test	TG: p. 25	RL.7.4	RI.7.4			RH.6–8.4	
Cluster Two: Who Judges?							
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 26–27 IWL: 2.1, 2.2	RL.7.1	RI.7.1			RH.6–8.1	
Cluster Two Vocabulary	TG: p. 28	RL.7.4	RI.7.4			RH.6–8.4	
And Justice for All, Johnny D. Boggs	TG: p. 29		RI.7.1			RH.6–8.1 RH.6–8.7	
Shrewd Todie and Lyzer the Miser, Isaac Bashevis Singer <i>CCSS Exemplar Author</i>	TG: p. 30	RL.7.2					

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All Standards Correlated by Selection >> Grade 7							
Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
justice, w. r. rodriguez	TG: p. 31	RL.7.1 RL.7.2 RL.7.5					
Words, Dian Curtis Regan	TG: p. 32	RL.7.3					
Responding to Cluster Two Writing Activity: Here Comes the Judge	SB: p. 80 TG: pp. 33–34 IWL: 2.3, 2.4	RL.7.2		W.7.2 W.7.4 W.7.9			WHST.6–8.2 WHST.6–8.4 WHST.6–8.9
Cluster Two Vocabulary Test	TG: p. 35	RL.7.4	RI.7.4			RH.6–8.4	
Cluster Three: Punishment or Mercy?							
Teaching the Critical Thinking Skill: Comparing and Contrasting	TG: pp. 36–37 IWL: 3.1, 3.2	RL.7.1 RL.7.9	RI.7.1 RI.7.9			RH.6–8.1 RH.6–8.9	
Cluster Three Vocabulary	TG: p. 38	RL.7.4	RI.7.4			RH.6–8.4	
The Quality of Mercy, Sharon Creeden	TG: p. 39	RL.7.2 RL.7.6					
Portia’s Speech, William Shakespeare <i>CCSS Exemplar</i> Author	TG: p. 40	RL.7.2 RL.7.4 RL.7.9					
The Bishop’s Candlesticks, Lewy Olfson, based on <i>Les Misérables</i> by Victor Hugo	TG: p. 41	RL.7.2 RL.7.5 RL.7.7					
This Isn’t Kiddy Court, Judge Judy Sheindlin	TG: p. 42		RI.7.5 RI.7.5		SL.7.4 SL.7.6	RH.6–8.5	
Responding to Cluster Three Writing Activity: In My Own Words	SB: p. 110 TG: pp. 43–44 IWL: 3.3, 3.4			W.7.4 W.7.9			WHST.6–8.4 WHST.6–8.9

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All Standards Correlated by Selection >> Grade 7							
Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
Cluster Three Vocabulary Test	TG: p. 45	RL.7.4	RI.7.4			RH.6–8.4	
Cluster Four: Thinking on Your Own							
Teaching the Critical Thinking Skill: Synthesizing	TG: pp. 47–48 IWL: 4.1, 4.2	RL.7.9	RI.7.9	W.7.9		RH.6–8.9	WHST.6–8.9
Cluster Four Vocabulary	TG: p. 49	RL.7.4	RI.7.4			RH.6–8.4	
The United States v. Susan B. Anthony, Margaret Truman	TG: p. 50		RI.7.6	W.7.1 W.7.4		RH.6–8.6	WHST.6–8.1 WHST.6–8.4
Dumb Criminal Tales, Daniel R. Butler, Leland Gregory, and Alan Ray	TG: p. 51		RI.7.4	W.7.3 W.7.4			
The Truth About Sharks, Joan Bauer	TG: p. 52	RL.7.1 RL.7.3					
Martin Luther King, Jr., Gwendolyn Brooks	TG: p. 53	RL.7.1 RL.7.4					
Cluster Four Vocabulary Test	TG: p. 54	RL.7.4	RI.7.4			RH.6–8.4	
Additional Teacher Guide Resources							
Research, Writing, and Discussion Topics	TG: p. 55			W.7.6 W.7.7 W.7.10	SL.7.2	RH.6–8.7	WHST.6–8.7 WHST.6–8.10
Assessment and Project Ideas	TG: pp. 56–57			W.7.7 W.7.10	SL.7.2		WHST.6–8.6 WHST.6–8.7 WHST.6–8.10
Answering the Essential Question	TG: p. 58			W.7.2 W.7.9			WHST.6–8.2 WHST.6–8.8
Essay Test	TG: p. 59			W.7.2 W.7.9 W.7.10			WHST.6–8.2 WHST.6–8.8 WHST.6–8.10
Rubric for Project Evaluation	TG: p. 60			W.7.4 W.7.5 W.7.8 W.7.9			WHST.6–8.4 WHST.6–8.5 WHST.6–8.8 WHST.6–8.9
Related Literature	TG: p. 63	RL.7.10	RI.7.10			RH.6–8.10	