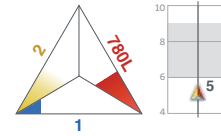


## Grade 7 | Unit A | Sub-unit overview

**7A Red Scarf Girl & Narrative**

Sub-Unit 7A.1 Welcome! / 7A.2 Get Started / 7A.3 *Red Scarf Girl: A Memoir of the Cultural Revolution* / 7A.4 Write an Essay

Character & Narrator Examine the differences between a character's thoughts and actions  
 Writing Use revision to strengthen elaboration  
 Text structure Conventions of memoirs, propaganda  
 Content Mid-20th century Communist China  
 Texts in this Unit *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang



Genre

I

- Memoir
- Historical Accounts

California Common Core Standards

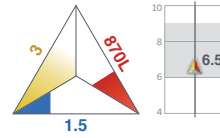
<div> <div></div> Standard taught explicitly in this sub-unit           <div></div> Standard practiced in this sub-unit         </div>					
SUB-UNITS		7A.1 Welcome!	7A.2 Get Started	7A.3 <i>Red Scarf Girl: A Memoir of the Cultural Revolution</i>	7A.4 Write an Essay
		Explore the digital dimensions of Amplify's multi-media curriculum	Zoom in on the details of your everyday experience to make an impact on your readers.	Explore China's Cultural Revolution through the memoir of a middle-schooler who lived through it.	Build your ideas from the ground up: draw the claims you make straight from the text.
California Common Core Standards	RL Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	RI Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	W Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	SL Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	L Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Learning Experiences	Working with Text Out Loud		✓	✓	
	Working Visually		✓	✓	✓
	Interpreting Text with Drama		✓	✓	
	Using the Text as Referee	✓	✓	✓	
	Choosing the Best Evidence	✓	✓	✓	✓
	Writing for an Audience	✓	✓	✓	✓
	Revising		✓	✓	✓
Skills	Debating				
	Writing Skills		✓	✓	✓
	Writing Habits	✓	✓	✓	✓
	Reading Skills		✓	✓	✓
	Reading Habits	✓		✓	✓

## Grade 7 | Unit B | Sub-unit overview

**7B Character & Conflict**

Sub-Unit 7B.1 *A Raisin in the Sun* / 7B.2 "Harlem" / 7B.3 Write an Essay / 7B.4 "Sucker"

Character & Narrator Analyze a character's unconscious motivations  
 Writing Make thematic connections across genres  
 Text Structure Literary devices; elements of plays and poetry  
 Content Mid-20th century urban America and small-town American South  
 Texts in this Unit *A Raisin in the Sun* by Lorraine Hansberry / "Harlem" by Langston Hughes / "Sucker" by Carson McCullers /



Genre **L**

- Multi-Act Play
- Poetry
- Short Story

		Standard taught explicitly in this sub-unit Standard practiced in this sub-unit					
<b>SUB-UNITS</b>			<b>7B.1 <i>A Raisin in the Sun</i></b>	<b>7B.2 "Harlem"</b>	<b>7B.3 Write an Essay</b>	<b>7B.4 "Sucker"</b>	
			Compare how characters react when they run up against obstacles to their desires.	Explore the metaphors in Langston Hughes's poem.	Claim whether a character has or hasn't changed throughout the play.	Use the story's tripartite structure to highlight the characters' shifting relationships.	
<b>California Common Core Standards</b>	<b>RL</b> Reading Literature	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10
	<b>RI</b> Reading Informational Text	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10
	<b>W</b> Writing	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10	1  2  3  4  5 6  7  8  9  10
	<b>SL</b> Speaking & Listening	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6
	<b>L</b> Language	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6	1  2  3  4  5 6
<b>Learning Experiences</b>	Working with Text Out Loud		✓				
	Working Visually		✓	✓			✓
	Interpreting Text With Drama		✓				
	Using the Text as Referee						✓
	Choosing the Best Evidence		✓		✓		✓
	Writing for an Audience		✓	✓	✓		✓
	Revising		✓		✓		
<b>Skills</b>	Debating		✓				
	Writing Skills		✓	✓	✓		✓
	Writing Habits		✓	✓	✓		✓
	Reading Skills		✓	✓	✓		✓
	Reading Habits		✓	✓	✓		✓

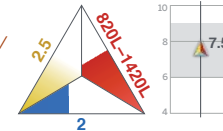
## Grade 7 | Unit C | Sub-unit overview

**7C Brain Science**

Sub-Unit 7C.1 Phineas Gage / 7C.2 "Demystifying the Adolescent Brain" /  
7C.3 Quest: *Perception Academy* / 7C.4 *The Man Who Mistook his Wife for a Hat* /  
7C.5 Write an Essay

Character & Narrator Compare and contrast different writers' theories on a topic  
Writing Describe facts, explain concepts, and convince the reader of an opinion  
Text Structure Informational non-fiction; narrative elements in non-fiction  
Content Basic concepts of neuroscience  
Texts in this Unit

*Phineas Gage: A Gruesome but True Story About Brain Science* by John Fleischman / "Demystifying the Adolescent Brain" by Laurence Steinberg /  
"Passage of an Iron Rod through the Head" by J. M. Harlow / *The Man Who Mistook his Wife for a Hat* by Oliver Sacks



Genre

I

L

- Scientific Account
- Historical Accounts
- Short Story

California Common Core Standards

Learning Experiences

Skills

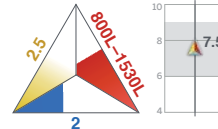
SUB-UNITS		7C.1 Phineas Gage	7C.2 "Demystifying the Adolescent Brain"	7C.3 Quest: <i>Perception Academy</i>	7C.4 <i>The Man Who Mistook his Wife for a Hat</i>	7C.5 Write an Essay
		Follow the case study of Gage to learn about brain science and 19th century discoveries.	Define some of the contradictions inherent in adolescent brain development.	Experience and study the worlds of people with right brain injuries.	Compare case studies of patients with brain injuries.	Argue whether Phineas's injured brain was or was not like that of an adolescent.
California Common Core Standards	RL Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	RI Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	W Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	SL Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	L Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Learning Experiences	Working with Text Out Loud	✓		✓		
	Working Visually	✓	✓	✓	✓	✓
	Interpreting Text with Drama			✓		
	Using the Text as Referee	✓	✓	✓		✓
	Choosing the Best Evidence	✓	✓	✓	✓	
	Writing for an Audience	✓	✓	✓	✓	✓
	Revising	✓	✓		✓	✓
	Debating			✓		
Skills	Writing Skills	✓	✓	✓	✓	✓
	Writing Habits	✓	✓	✓	✓	✓
	Reading Skills	✓	✓	✓	✓	✓
	Reading Habits	✓	✓	✓	✓	✓

## Grade 7 | Unit D | Sub-unit overview

**7D Poetry & Poe**

Sub-Unit 7D.1 Poetry / 7D.2 "The Tell-Tale Heart" / 7D.3 "The Cask of Amontillado" / 7D.4 "The Raven" / 7D.5. Write an Essay

Character & Narrator Evaluate the reliability of a fictional narrator  
 Writing Compare and contrast characters' perspectives on a narrative  
 Text Structure Imagery; unreliable narrator; film adaptations of texts  
 Content American Gothic literature  
 Texts in this Unit "The White Horse" / "The Silence" / "A narrow fellow in the grass" / "The Tell-Tale Heart" / "The M'Naghten Rule" / "The Cask of Amontillado" / "The Raven"



Genre

L

- Poetry
- Short Stories

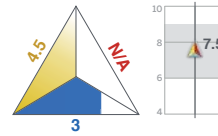
California Common Core Standards

<b>SUB-UNITS</b>		<b>7D.1 Poetry</b>	<b>7D.2 "The Tell-Tale Heart"</b>	<b>7D.3 "The Cask of Amontillado"</b>	<b>7D.4 "The Raven"</b>	<b>7D.5 Write an Essay</b>			
		Explore the precise language of these poems and peek inside the poet's vision.	Disentangle your perspective from the strange imaginings of the narrator of this creepy tale.	Develop your director's vision of this corrupt narrator and his twisted plot of revenge.	Analyze one director's vision of this haunting poem.	Develop an argument about why Poe's narrators can or cannot be trusted.			
<b>RL</b>	<b>Reading Literature</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10			
	<b>RI</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10			
	<b>W</b>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10			
	<b>SL</b>	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6			
	<b>L</b>	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6			
<b>Learning Experiences</b>	Working with Text Out Loud	✓			✓				
	Working Visually	✓	✓	✓	✓				
	Interpreting Text with Drama			✓	✓	✓			
	Using the Text as Referee		✓			✓			
	Choosing the Best Evidence	✓	✓	✓		✓			
	Writing for an Audience	✓	✓	✓	✓	✓			
	Revising		✓	✓		✓			
<b>Skills</b>	Debating		✓	✓					
	Writing Skills	✓	✓	✓	✓	✓			
	Writing Habits	✓	✓	✓	✓	✓			
	Reading Skills	✓	✓	✓	✓	✓			
	Reading Habits	✓	✓	✓	✓	✓			

## Grade 7 | Unit E | Sub-unit overview

**7E Shakespeare's Romeo & Juliet**Sub-Unit 7E.1 *Romeo and Juliet* / 7E.2 Write an Essay / 7E.3 *Summer of the Mariposas*

Character & Narrator	Connect characters' development to a conceptual framework
Writing	Choose between contradictory positions and argue with evidence
Text Structure	Elizabethan English; sonnets; extended metaphors
Content	14th century Renaissance Italy
Texts in this Unit	<i>Romeo and Juliet</i> by William Shakespeare / <i>Summer of the Mariposas</i> by Guadalupe Garcia McCall



Genre

L

- Multi-Act Play
- Novel

California Common Core Standards

SUB-UNITS		7E.1 <i>Romeo and Juliet</i>	7E.2 Write an Essay	7E.3 <i>Summer of the Mariposas</i>
		Analyze the many ways Shakespeare uses language to entice us into his tale of tragic love.	Stake a claim about the forces of hatred vs. the power of love.	Choose the activities that best support students' reading of this Latino update of the epic, the <i>Odyssey</i> .
California Common Core Standards	RL Reading Literature	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	RI Reading Informational Text	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	W Writing	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
	SL Speaking & Listening	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
	L Language	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Learning Experiences	Working with Text Out Loud	✓		
	Working Visually	✓		
	Interpreting Text with Drama	✓		
	Using the Text as Retiree	✓		
	Choosing the Best Evidence	✓	✓	✓
	Writing for an Audience	✓	✓	✓
	Revising		✓	
	Debating	✓		✓
Skills	Writing Skills	✓	✓	✓
	Writing Habits	✓	✓	✓
	Reading Skills	✓	✓	✓
	Reading Habits	✓	✓	✓

## Grade 7 | Unit F | Sub-unit overview

**7F The Gold Rush Collection**

Sub-Unit 7F.1 Info Lit / 7F.2 Scavenger Hunt and Internet Research / 7F.3 Dear Diary and Collection Research / 7F.4 Socratic Seminar and Internet Research / 7F.5 Write an Essay

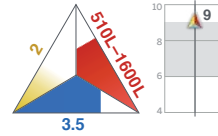
Character & Narrator Explore how circumstances united a diverse group of historical characters

Writing Develop a question, conduct research, and create a multi-media project

Text Structure Various types of historical and cultural documents

Content The social, political, and economic climate surrounding the California gold rush

Texts in this Unit Excerpts from a range of historical and literary texts and images, including:  
*The Gold Rush Diary* of Ramón Gil Navarro / *California: The Great Exception* by Carey McWilliams / "Pioneers! O Pioneers!" from *Leaves of Grass* by Walt Whitman / *Roughing It* by Mark Twain














Genre

I

L

- Journalism
- Letters
- Memoir

<div><div></div>Standard taught explicitly in this sub-unit</div> <div><div></div>Standard practiced in this sub-unit</div>		<div></div>									
SUB-UNITS		7F.1 Info Lit		7F.2 Scavenger Hunt and Internet Research		7F.3 Dear Diary and Collection Research		7F.4 Socratic Seminar and Internet Research		7F.5 Write an Essay	
		Explore how to find the best sources for targeted research.		Race to find the answer in primary and secondary source texts.		Walk in the shoes of a prospector and write about it.		Examine the effects of the gold rush through open discussion.		Was the gold rush good for California? What happened to the Native Americans?	
California Common Core Standards	RL	Reading Literature	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>			
	RI	Reading Informational Text	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>			
	W	Writing	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>			
	SL	Speaking & Listening	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>			
	L	Language	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>			
Learning Experiences		Working with Text Out Loud									
		Working Visually	<div><div></div></div>		<div><div></div></div>		<div><div></div></div>				
		Interpreting Text with Drama					<div><div></div></div>				
		Using the Text as Referee									
		Choosing the Best Evidence	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>				
		Writing for an Audience		<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>				
		Revising	<div><div></div></div>				<div><div></div></div>				
Skills		Debating				<div><div></div></div>					
		Writing Skills	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>				
		Writing Habits	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>				
		Reading Skills	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>				
		Reading Habits	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>				



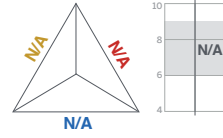
# Grade 7 | Unit G | Sub-unit overview



## 7G Intermediate Story Writing

Sub-Unit 7G.1 Creating a Believable Character / 7G.2 Experimenting With a Second Character / 7G.3 Writing a Short Story

Character & Narrator Create a believable character  
Writing Write an original short story  
Text Structure Dialogue; plot structure  
Content Creative writing  
Texts in this Unit N/A



California Common Core Standards					
			<p>Standard taught explicitly in this sub-unit</p> <p>Standard practiced in this sub-unit</p>		
	SUB-UNITS		<b>7G.1 Creating a Believable Character</b> Experiment with conflict, perspective, and dialogue as you develop a character.	<b>7G.2 Experimenting With a Second Character</b> Create a multi-faceted character capable of change and growth.	<b>7G.3 Writing a Short Story</b> Create a storyline whose conflict arises and builds from your character's choices.
	RL	Reading Literature	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>
	RI	Reading Informational Text	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>
W	Writing	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div></div>	
SL	Speaking & Listening	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	
L	Language	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	<div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div></div>	
Learning Experiences		Working with Text Out Loud	✓	✓	✓
		Working Visually	✓	✓	✓
		Interpreting Text with Drama			
		Using the Text as Referee			
		Choosing the Best Evidence	✓	✓	
		Writing for an Audience	✓	✓	✓
		Revising	✓	✓	✓
Skills		Debating			
		Writing Skills	✓	✓	✓
		Writing Habits	✓	✓	✓
		Reading Skills			
		Reading Habits	✓	✓	✓