

Grade 7	Unit 1: Personal Expressive Writing/ The Writing Process		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. How do writers effectively communicate important life experiences in written form?</p> <p>2. Why do writers share these experiences?</p> <p>3. What qualities make good writing?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> R-1 identify the meaning of a variety of reading materials, making connections to students’ lives, to the real world, and/or to current events.</li> <li><input type="checkbox"/> R-2 respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/ resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama)</li> <li><input type="checkbox"/> R-6 select and read materials for enjoyment.</li> <li><input type="checkbox"/> R-8 use vocabulary and comprehension strategies, as well as technology, to understand text.</li> <li><input type="checkbox"/> W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</li> <li><input type="checkbox"/> W-2 use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</li> <li><input type="checkbox"/> W-5 write personal pieces to communicate ideas.</li> <li><input type="checkbox"/> W-6 write pieces that reflect on themselves as writers and on their own samples of writing.</li> <li><input type="checkbox"/> W-7 critique their own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose/Audience</li> <li><input type="checkbox"/> Idea Development</li> <li><input type="checkbox"/> Organization</li> <li><input type="checkbox"/> Sentences</li> <li><input type="checkbox"/> Language</li> <li><input type="checkbox"/> Correctness</li> <li><input type="checkbox"/> Prewriting             <ul style="list-style-type: none"> <li><input type="checkbox"/> Brainstorming</li> <li><input type="checkbox"/> Clustering /Webbing</li> <li><input type="checkbox"/> Free writing</li> </ul> </li> <li><input type="checkbox"/> Writer’s Journal</li> <li><input type="checkbox"/> 5W-How Questions</li> <li><input type="checkbox"/> What If Questions</li> <li><input type="checkbox"/> Reading / Listening</li> <li><input type="checkbox"/> Drafting</li> <li><input type="checkbox"/> Revising</li> <li><input type="checkbox"/> Editing/ Proofreading</li> <li><input type="checkbox"/> Publishing</li> <li><input type="checkbox"/> Leads</li> <li><input type="checkbox"/> Sensory Detail</li> <li><input type="checkbox"/> Snapshot</li> <li><input type="checkbox"/> Though shot</li> <li><input type="checkbox"/> Foreshadowing</li> <li><input type="checkbox"/> Flash-ahead</li> <li><input type="checkbox"/> Flashback</li> <li><input type="checkbox"/> Internal Monologue/ Dialogue</li> <li><input type="checkbox"/> Moment Mapping</li> <li><input type="checkbox"/> Plot</li> <li><input type="checkbox"/> Setting</li> <li><input type="checkbox"/> Conflict</li> <li><input type="checkbox"/> Resolution</li> <li><input type="checkbox"/> Climax</li> <li><input type="checkbox"/> Character</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the reasons writer’s write and make comparisons to their own lives. DOK 2</li> <li><input type="checkbox"/> Read “Why Do Writers Write” pieces in textbook. Answer questions and discuss. DOK 2</li> <li><input type="checkbox"/> Take notes on the writing process, aims of writing, and types of writing using teacher prepared notes DOK 2</li> <li><input type="checkbox"/> Complete graphic organizer about the purposes of writing. DOK 2</li> <li><input type="checkbox"/> Complete an informal presentation of Life Bags in order to foster community within the classroom and generate ideas for a personal expressive piece. DOK 2</li> <li><input type="checkbox"/> Respond to Reflection Questions:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe on new thing you learned about a classmate.</li> <li><input type="checkbox"/> List five ideas you have for a personal expressive piece. DOK 4</li> </ul> </li> <li><input type="checkbox"/> <u>Multiple-choice quiz over writing process and purposes of writing.</u> DOK 2</li> <li><input type="checkbox"/> Practice a variety of prewriting strategies in order to discover the strategy the student is most comfortable with. DOK 2</li> <li><input type="checkbox"/> <u>Answer an open response about the benefits of prewriting.</u> DOK 3</li> <li><input type="checkbox"/> Complete Reflection Journal topic: “Which prewriting strategy do you prefer and why?” FPL 2</li> <li><input type="checkbox"/> Read samples of personal narratives including:             <ul style="list-style-type: none"> <li><input type="checkbox"/> “The Jacket”, by Gary Soto. Pre-reading activity for “The Jacket”: Students record responses to following question: Have you ever been forced to wear an article of clothing you found embarrassing? How did you react to this situation? Post-reading activity: Brainstorm about something you were forced to do and what you learned from it.</li> <li><input type="checkbox"/> “The Only Girl in the World for Me”, by Bill Cosby. Pre-reading activity for “The Only Girl in the World for Me”: List ways kids try to act cool. List ways their parents may have tried to act cool.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>SLO-1 adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</i></li> <li><input type="checkbox"/> <i>SLO-2 apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</i></li> <li><input type="checkbox"/> <i>I-1 develop effective questions to obtain ideas and information and access resources to address those questions.</i></li> <li><input type="checkbox"/> <i>I-2 identify the most appropriate resources to accomplish different tasks (additional supporting Academic Expectation 5.4).</i></li> <li><input type="checkbox"/> <i>I-4 use research tools to gather and organize ideas and information from library, personal, and community resources.</i></li> <li><input type="checkbox"/> <i>T-2 use technology to enhance communication for authentic audiences and purposes.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> RD-O7-1.0.4 Students will formulate questions to guide reading.</li> <li><input type="checkbox"/> <b>RD-O7-2.0.1 Students will identify or explain the main idea of a passage. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.2 Students will identify and explain the characteristics of short stories, novels, poetry, or plays. DOK 2</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.3 Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.7 Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read. DOK 3</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal Writing</li> <li><input type="checkbox"/> Personal Narrative</li> <li><input type="checkbox"/> Memoir</li> <li><input type="checkbox"/> Personal Essay</li> <li><input type="checkbox"/> Expressive Writing</li> <li><input type="checkbox"/> Creative Writing</li> <li><input type="checkbox"/> Inform</li> <li><input type="checkbox"/> Informative Writing</li> <li><input type="checkbox"/> Persuade</li> <li><input type="checkbox"/> Persuasive Writing</li> <li><input type="checkbox"/> Voice</li> <li><input type="checkbox"/> Active Voice</li> <li><input type="checkbox"/> Passive Voice</li> <li><input type="checkbox"/> Listing</li> <li><input type="checkbox"/> Tone</li> <li><input type="checkbox"/> Mood</li> </ul>	<ul style="list-style-type: none"> <li>Post-reading activity: brainstorm ways you may have tried to look cool and the results of such action.</li> <li><input type="checkbox"/> “Names, Nombres” by Julia Alvarez. Pre-reading activity: Answer the following: Do you like your name? Have you ever wanted to change it? What does your name mean to you? Post-reading activity: Discuss how our culture influences our actions. Brainstorm or Free write about something you do that is influenced by our culture.</li> <li><input type="checkbox"/> “The Vortex,” from Kentucky Writing Portfolio Development Handbook.</li> <li><input type="checkbox"/> “The Saddest September Day”, from Kentucky Writing Portfolio Development Handbook.</li> <li><input type="checkbox"/> “Learning to Drive”, from Kentucky Writing Portfolio Development Handbook.</li> <li><input type="checkbox"/> “Persephone: Dog of My Dreams”, from Kentucky Writing Portfolio Development Handbook. DOK 2</li> <li><input type="checkbox"/> Analyze each sample for criteria of effective writing as defined by the Kentucky Holistic Scoring Guide for Writing. DOK 2</li> <li><input type="checkbox"/> Score each sample based on Kentucky Holistic Scoring Guide for Writing. DOK 2</li> <li><input type="checkbox"/> Identify sensory details, snapshots, thought shots in writing samples. DOK 2</li> <li><input type="checkbox"/> Practice writing snapshots by improving the phrase “My room was mess.” To include sensory details. DOK 2</li> <li><input type="checkbox"/> Read and analyze teacher written samples of thought shots to determine what kind of thoughts hot is used in the passage and the effect the thoughts hot had on the reader’s understanding of the passage. DOK 3</li> <li><input type="checkbox"/> Practice writing thought shots about a significant moment in the student’s life. DOK 2</li> <li><input type="checkbox"/> Respond to Reflection Journal Topic: How did snapshots and thought shots help you improve your narrative? DOK 2</li> <li><input type="checkbox"/> Analyze 4 different types of leads and be able to write an effective vivid lead for personal narrative DOK 2</li> <li><input type="checkbox"/> Re-write an ineffective lead using an action, dialogue, or</li> </ul>

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-O7-3.0.1 Students will analyze the relationship between events in a story and a character’s behavior. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-3.0.2 Students will identify or explain an author’s purpose in a passage. DOK 2</b></li>   <li><input type="checkbox"/> WR-07-1.1.2 In Personal Expressive Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate the significance of the writer’s life experience by narrating about life events, relationships, or central ideas.</li> <li><input type="checkbox"/> Students will apply the characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay).</li> <li><input type="checkbox"/> Students will sustain point of view.</li> <li><input type="checkbox"/> Students will sustain a suitable tone or appropriate voice.</li> </ul> </li>   <li><input type="checkbox"/> WR-07-1.2.2 In Personal Expressive/Literary Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate theme/main idea through use of literary elements appropriate to the genre:                 <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate.</li> <li><input type="checkbox"/> Students will develop plot/story line appropriate to the form.</li> <li><input type="checkbox"/> Students will develop an appropriate setting, mood, scene, image, feeling or story line.</li> </ul> </li> <li><input type="checkbox"/> Students will incorporate literary or poetic devices (e.g., simile, metaphor, personification) when appropriate.</li> <li><input type="checkbox"/> Students will incorporate reflection or</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>reaction lead. DOK 2</li> <li><input type="checkbox"/> Examine the effects of active and passive voice on the reader’s understanding of a piece of writing and the voice of the piece. DOK 2</li> <li><input type="checkbox"/> <u>Write a personal expressive piece, which includes prewriting, drafting, revising, editing, and publishing stages of the writing process.</u> WP DOK 4</li> <li><input type="checkbox"/> Respond to Reflection Journal Topic: What score do you hope to receive on your personal narrative? How do you plan to achieve this score? DOK 4</li> <li><input type="checkbox"/> Analyze writing style to determine grammatical and mechanical errors prominent within their own writing. DOK 2</li> <li><input type="checkbox"/> Recognize and apply correct and appropriate punctuation of dialogue through in class practice, and homework assignments. DOK 2</li> <li><input type="checkbox"/> Respond to a reflection sheet/organizer in order to reflect upon their growth, strengths/weaknesses as a writer. DOK 4</li> <li><input type="checkbox"/> Participate in peer response groups to analyze their own and others writings. DOK 4</li> <li><input type="checkbox"/> Score Personal Expressive Pieces using the Kentucky Holistic Scoring Guide for Writing. CLA DOK 2</li> </ul>

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	<p>insight.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-2.3.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will engage the interest of the reader.</li> <li><input type="checkbox"/> Students will communicate ideas and details in meaningful order.</li> <li><input type="checkbox"/> Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate.</li> <li><input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</li> <li><input type="checkbox"/> Students will apply paragraphs effectively.</li> <li><input type="checkbox"/> Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape.</li> <li><input type="checkbox"/> Students will create conclusions effectively.</li> </ul> </li> <li><input type="checkbox"/> WR-07-2.4.2 In Personal Expressive/Literary Writing, <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will develop sentences of various structures and lengths throughout the piece.</li> <li><input type="checkbox"/> Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate.</li> <li><input type="checkbox"/> Students will arrange poetic language in meaningful order.</li> <li><input type="checkbox"/> Students will apply poetic line breaks effectively.</li> </ul> </li> <li><input type="checkbox"/> WR-07-3.5.2 In Personal Expressive/Literary Writing,</li> </ul>		

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will adhere to standard guidelines for usage and grammar or use nonstandard for effect.</li> <li><input type="checkbox"/> Students will incorporate language based on economy, precision, richness, or impact on the reader.</li> <li><input type="checkbox"/> Students will develop ideas through descriptive or figurative language.</li>   <li><input type="checkbox"/> WR-M-4.7.0 Focusing             <ul style="list-style-type: none"> <li><input type="checkbox"/> Connecting to content knowledge</li> <li><input type="checkbox"/> Connecting to prior learning and experience</li> <li><input type="checkbox"/> Initiating an authentic reason to write</li> <li><input type="checkbox"/> Thinking about a subject, an experience, a question, an issue, or a problem to determine a meaningful reason to write</li> </ul> </li>   <li><input type="checkbox"/> WR-M-4.8.0 Prewriting             <ul style="list-style-type: none"> <li><input type="checkbox"/> Selecting/narrowing topic</li> <li><input type="checkbox"/> Establishing a purpose and central/controlling idea or focus</li> <li><input type="checkbox"/> Identifying and analyzing the audience</li> <li><input type="checkbox"/> Determine the most appropriate form to meet the needs of purpose and audience</li> <li><input type="checkbox"/> Generating ideas (e.g., reading, journaling, mapping, note taking, interviewing, researching, writing-to-learn activities)</li> <li><input type="checkbox"/> Organizing ideas-examining other models of good writing, appropriate text structures to match purpose, various ways to organize information</li> </ul> </li>   <li><input type="checkbox"/> WR-M-4.9.0 Drafting             <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing draft(s) for an intended audience</li> <li><input type="checkbox"/> Developing topic, elaborating ideas, exploring sentence variety and language use</li> </ul> </li> </ul>		

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> WR-M-4.10.0 Revising (Content/Ideas)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content</li> <li><input type="checkbox"/> Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine or elaborate content</li> <li><input type="checkbox"/> Checking for accuracy of content</li> <li><input type="checkbox"/> Considering voice, tone, style, intended audience, coherence, transitions</li> <li><input type="checkbox"/> Comparing with rubric criteria and benchmark papers/models</li> <li><input type="checkbox"/> Considering effectiveness of language usage and sentences to communicate ideas</li> </ul> </li>   <li>Revising Skills</li> <li>Idea Development             <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.10.4-Students will narrow topic for selected writing.</li> <li><input type="checkbox"/> WR-07-4.10.5-Students will identify topic sentence of a paragraph.</li> <li><input type="checkbox"/> WR-07-4.10.6-Students will select appropriate supporting details.</li> <li><input type="checkbox"/> WR-07-4.10.7-Students will identify extraneous/irrelevant materials.</li> </ul> </li>   <li>Organization             <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.10.8-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.</li> <li><input type="checkbox"/> WR-07-4.10.9-Students will apply the most effective transitions.</li> <li><input type="checkbox"/> WR-07-4.10.10-Students will develop effective introductions and closures for writing.</li> </ul> </li> </ul>		

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	<p>Word Choice</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.10.11-Students will eliminate redundant words and phrases.</li> <li><input type="checkbox"/> WR-07-4.10.12-Students will choose the most specific word for use in a sentence.</li> </ul> <p>Editing Skills Language Usage</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.11.13- Students will apply knowledge of subject/verb agreement with both singular and plural subjects.</li> <li><input type="checkbox"/> WR-07-4.11.14- Students will apply knowledge of present, past, and future verb tenses.</li> <li><input type="checkbox"/> WR-07-4.11.15- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs.</li> <li><input type="checkbox"/> WR-07-4.11.16- Students will apply knowledge of special problems in usage (a/an to/two/too, their/there/they're), and pronoun references and double negatives.</li> </ul>		

Grade 7	Unit 2: Short Story Writing		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. Why are stories important to our society?</p> <p>2. How does literature provide insight into the quality of the human</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> R-1 identify the meaning of a variety of reading materials, making connections to students' lives, to the real world, and/or to current events.</li> <li><input type="checkbox"/> R-2 respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/resolution, theme, point of view) of different</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Major Characters</li> <li><input type="checkbox"/> Secondary Characters</li> <li><input type="checkbox"/> Motivation</li> <li><input type="checkbox"/> Fixed Action</li> <li><input type="checkbox"/> Moving Action</li> <li><input type="checkbox"/> Setting</li> <li><input type="checkbox"/> Theme</li> <li><input type="checkbox"/> Point of View</li> <li><input type="checkbox"/> Omniscient</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Take notes using teacher generated notes to summarize information about the elements of short story. DOK 3</li> <li><input type="checkbox"/> Read and analyze a variety of literary works including: <ul style="list-style-type: none"> <li><input type="checkbox"/> "Charles", by Shirley Jackson</li> <li><input type="checkbox"/> "Seventh Grade", by Gary Soto</li> <li><input type="checkbox"/> "All Summer in a Day", by Ray Bradbury</li> <li><input type="checkbox"/> "Song of the Trees", by Mildred Taylor</li> <li><input type="checkbox"/> "Rikki Tikki Tavi", by Rudyard Kipling</li> <li><input type="checkbox"/> "Ransom of Red Chief" by O. Henry</li> </ul> </li> </ul>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
<p>condition?</p> <p>3. What can you learn about yourself through creative writing?</p>	<p><i>literary genres (e.g., novels, essays, short stories, poetry, drama).</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> R-6 select and read materials for enjoyment.</li> <li><input type="checkbox"/> R-7 employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.</li> <li><input type="checkbox"/> R-8 use vocabulary and comprehension strategies, as well as technology, to understand text.</li> <li><input type="checkbox"/> W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</li> <li><input type="checkbox"/> W-2 use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</li> <li><input type="checkbox"/> W-4 write literary pieces reflecting elements of genres read and techniques/styles of accomplished writers (additional supporting Academic Expectation 5.2).</li> <li><input type="checkbox"/> W-6 write pieces that reflect on themselves as writers and on their own samples of writing.</li> <li><input type="checkbox"/> W-7 critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</li> <li><input type="checkbox"/> SLO-1 adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited</li> <li><input type="checkbox"/> 1<sup>st</sup> Person Point of View</li> <li><input type="checkbox"/> 3<sup>rd</sup> Person Point of View</li> <li><input type="checkbox"/> 2<sup>nd</sup> Person Point of View</li> <li><input type="checkbox"/> Voice</li> <li><input type="checkbox"/> Active Voice</li> <li><input type="checkbox"/> Passive Voice</li> <li><input type="checkbox"/> Listing</li> <li><input type="checkbox"/> Moral</li> <li><input type="checkbox"/> Genres</li> <li><input type="checkbox"/> Fantasy</li> <li><input type="checkbox"/> Science Fiction</li> <li><input type="checkbox"/> Historical Fiction</li> <li><input type="checkbox"/> Realistic Fiction</li> <li><input type="checkbox"/> Horror</li> <li><input type="checkbox"/> Fable</li> <li><input type="checkbox"/> Legend</li> <li><input type="checkbox"/> Dialogue</li> <li><input type="checkbox"/> Figurative Language</li> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Hyperbole</li> <li><input type="checkbox"/> Tone</li> <li><input type="checkbox"/> Mood</li> <li><input type="checkbox"/> Foreshadowing</li> <li><input type="checkbox"/> Irony</li> </ul>	<p><i>Student will:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> “Snow Cream, Anyone?” by Angela Lockhart</li> <li><input type="checkbox"/> “The Dead”, from Kentucky Writing Portfolio Development Handbook</li> <li><input type="checkbox"/> “Henry and the Storm”, from Kentucky Writing Portfolio Development Handbook</li> <li><input type="checkbox"/> “Revenge”, from Kentucky Writing Portfolio Development Handbook</li> <li><input type="checkbox"/> “I Have Seen the Enemy”, from Kentucky Writing Portfolio Development Handbook. DOK 2</li> <li><input type="checkbox"/> “Charles” Pre-reading activity: As a whole group, generate a list of misbehaviors the students experienced during kindergarten or first grade. Discuss these behaviors and the effect they had on the rest of the class and the teacher. End by generating strategies that could have put a stop to the misbehavior. During Reading Activity: Discuss unfamiliar vocabulary words and make predictions. Post-reading activity: Discuss Jackson’s use of foreshadowing and irony in the story. This discussion should include the writer’s intentions and how these intentions serve to meet the purpose of the story. DOK 2</li> <li><input type="checkbox"/> “Seventh Grade” Pre-reading activity: As a whole group, generate and discuss ways boys and girls have tried to impress one another. List these in graphic organizer chart on the chalkboard. Post-reading activity: Discuss character motivation as demonstrated by the character in the story. Complete open response about characterization and motivation. DOK 2</li> <li><input type="checkbox"/> “All Summer in a Day” Pre-reading activity: Ask students to briefly answer the following questions and write their responses on paper: 1. Recall a time when someone was excluded or treated differently. 2. Why do children exclude people unlike themselves? Discuss responses in class. During Reading activity: ask students to jot down notes on paper about the setting (what it is, where it is, unusual characteristics of). Post-reading activity: Discussion and open response about the setting of this story. Students should gain an understanding of how setting effects plot and character</li> </ul>



Grade 7	Unit 2: Short Story Writing		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>task).</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>SLO-2 apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</i></li> <li><input type="checkbox"/> <i>I-1 develop effective questions to obtain ideas and information and access resources to address those questions.</i></li> <li><input type="checkbox"/> <i>I-4 use research tools to gather and organize ideas and information from library, personal, and community resources</i></li> <li><input type="checkbox"/> <i>T-1 use appropriate technology to access ideas and information for authentic tasks.</i></li> <li><input type="checkbox"/> <i>T-2 use technology to enhance communication for authentic audiences and purposes.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-07-1.0.2 Students will select, based on context, the appropriate meaning for a word that has multiple meanings. DOK 2</b></li> <li><input type="checkbox"/> RD-07-1.0.4 Students will formulate questions to guide reading.</li> <li><input type="checkbox"/> <b>RD-07-2.0.1 Students will identify or explain the main idea of a passage. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-07-2.0.2 Students will identify and explain the characteristics of short stories, novels, poetry, or plays. DOK 2</b></li> <li><input type="checkbox"/> <b>RD-07-2.0.3 Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-07-2.0.7 Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-07-3.0.1 Students will analyze the relationship between events in a story and</b></li> </ul>		<p>development of short story. DOK 3</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete a simile/metaphor chart to classify similes and metaphors, as well as, explain the meanings of the similes and metaphors from “All Summer in a Day”. DOK 2</li> <li><input type="checkbox"/> Write their own similes. DOK 3</li> <li><input type="checkbox"/> “Song of the Trees” pre-reading activity: Complete the following questions on paper by answering agree or disagree: 1. People gain respect by standing up for their beliefs. 2. Given the chance, most people will never take advantage of another person. 3. Some people are treated unfairly because of their skin color. 4. Nobody owns the earth. Discuss answers as a whole group. Post-reading activity: Create a story map and analyze the plot and theme of the story. DOK 3</li> <li><input type="checkbox"/> Listen to “Song of the Trees”. DOK 1</li> <li><input type="checkbox"/> “Rikki Tikki Tavi” pre-reading activity: Jot down an answer to the following question: 1. What would you do if you were facing a bully? Discuss responses as whole group. Review terms: personification/fantasy. Post-reading activity: Identify 3 conflicts Rikki Tikki Tavi faced. Determine the greatest of these conflicts and justify your explanation. DOK 1</li> <li><input type="checkbox"/> Listen to ‘Rikki Tikki Tavi’, and compare voice within the 2 pieces using a Venn diagram. DOK 1</li> <li><input type="checkbox"/> Read and score each of the benchmark short stories from the Kentucky Writing Portfolio Development Handbook. DOK 3</li> <li><input type="checkbox"/> Analyze “Revenge” using literature circle approach during a guided practice activity. DOK 3</li> <li><input type="checkbox"/> Analyze “I Have Seen the Enemy” using a literature circle approach in small groups. Share findings with the entire class during a discussion. DOK 3</li> <li><input type="checkbox"/> Complete a variety of prewriting activities to generate ideas for their own short story that may include:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Using setting and character cards to randomly select 2 characters and a setting, followed by developing motivation and a conflict for these characters.</li> <li><input type="checkbox"/> Using “A Picture is Worth a Thousand Words”</li> </ul> </li> </ul>

Grade 7	Unit 2: Short Story Writing		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><b>a character’s behavior. DOK 3</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-O7-3.0.2 Students will identify or explain an author’s purpose in a passage. DOK 2</b></li> <li><input type="checkbox"/> WR-07-1.1.2 In Literary Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or showing an extraordinary perception of the ordinary, etc.</li> <li><input type="checkbox"/> Students will apply characteristics of the selected form (e.g., short story, play/script, poem).</li> <li><input type="checkbox"/> Students will sustain point of view.</li> <li><input type="checkbox"/> Students will sustain a suitable tone or appropriate voice.</li> <li><input type="checkbox"/> Students will apply a fictional perspective in literary writing when appropriate.</li> </ul> </li> </ul> <p>Sentence Structure</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.11.18-Students will correct run-on and awkward sentences.</li> <li><input type="checkbox"/> WR-07-4.11.19-Students will correct sentence fragments.</li> <li><input type="checkbox"/> WR-07-4.11.20-Students will combine short choppy sentences effectively.</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.11.23-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words.</li> <li><input type="checkbox"/> WR-07-4.11.24-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words.</li> </ul>		<ul style="list-style-type: none"> <li>cards to create a story from a photograph.</li> <li><input type="checkbox"/> Using “Just the Facts” newspaper clippings and handout to answer 5W-How questions to generate an idea for a short story.</li> <li><input type="checkbox"/> Using “Pictionary” activity to generate short story ideas from drawings.</li> <li><input type="checkbox"/> Using “Do You Hear What I Hear” activity to listen to music in order to generate ideas for a short story.</li> <li><input type="checkbox"/> Play the ‘Genre Game’ to identify and classify various genres, then write a small sketch of each genre. DOK 2</li> <li><input type="checkbox"/> Participate in a visualization exercise in order to develop elements to include in their own short stories. DOK 3</li> <li><input type="checkbox"/> Create a character collage of their main character that outlines the character’s main traits. DOK 2</li> <li><input type="checkbox"/> Complete a fixed and moving action sheet for main characters from short stories read in class. DOK 2</li> <li><input type="checkbox"/> <u>Write a short story taking the piece through prewriting, drafting, revising, editing, and publishing stages</u> WP. DOK 3</li> <li><input type="checkbox"/> <u>Backboard their short stories.</u> DOK 3</li> <li><input type="checkbox"/> Participate in peer response groups to analyze their own and others writings. DOK 3</li> <li><input type="checkbox"/> Complete Analyzing Writing Style sheet DOK 2</li> <li><input type="checkbox"/> Score Short Stories using Kentucky Holistic Scoring Guide for Writing CLA. DOK 4</li> <li><input type="checkbox"/> Complete a reflection sheet/organizer in order to reflect upon their growth, strengths/weaknesses as a writer. DOK 4</li> </ul>

Grade 7	Unit 2: Short Story Writing		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.11.25-Students will apply knowledge of spelling patterns, generalizations and rules to contractions.</li> <li><input type="checkbox"/> WR-07-4.11.26-Students will apply knowledge of spelling patterns, generalizations and rules to change verb endings.</li>   <li>Capitalization</li> <li><input type="checkbox"/> WR-07-4.11.27-Students will capitalize proper nouns (e.g., names, days, months).</li> <li><input type="checkbox"/> WR-07-4.11.28-Students will capitalize the beginning of sentences.</li> <li><input type="checkbox"/> WR-07-4.11.29-Students will capitalize the pronoun “I”.</li> <li><input type="checkbox"/> WR-07-4.11.30-Students will capitalize proper adjectives.</li>   <li>Punctuation</li> <li><input type="checkbox"/> WR-07-4.11.33-Students will correctly punctuate declarative, exclamatory, interrogative and imperative sentences.</li> <li><input type="checkbox"/> WR-07-4.11.34-Students will use commas in a series, a date, a compound sentence, and the greeting and closing of a letter.</li> <li><input type="checkbox"/> WR-07-4.11.35-Students will correctly apply the rules of punctuation for commas in appositives, direct address, and introductory phrases and clauses.</li> <li><input type="checkbox"/> WR-08-4.11.36-Students will correctly apply the rules of punctuation for apostrophes in possessives and plurals.</li> <li><input type="checkbox"/> WR-07-4.11.37-Students will correctly apply the rules of punctuation for periods in abbreviations and acronyms.</li> <li><input type="checkbox"/> WR-7-4.11.38-Students will correctly apply the rules of punctuation for semi-colons in items in a series and combined sentences.</li> <li><input type="checkbox"/> WR-07-4.11.39-Students will correctly apply</li> </ul>		

Grade 7	Unit 2: Short Story Writing		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>the rules of punctuation for colons in introducing a list and the business letter greeting.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.11.40-Students will correctly apply the rules of punctuation for quotation marks in dialogue, titles and direct/indirect quotes.</li> </ul> <p>Documentation</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-4.11.41-Students will document use of sources.</li> </ul>		

Grade 7	Unit 3: Poetry		Suggested Length: 3 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. How does poetry enrich our lives?</p> <p>2. Why do readers enjoy poetry?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> R-1 identify the meaning of a variety of reading materials, making connections to students’ lives, to the real world, and/or to current events.</li> <li><input type="checkbox"/> R-2 respond to and analyze meaning, literary techniques (e.g., figurative language, foreshadowing, characterization), and elements (e.g., characters, setting, conflict/resolution, theme, point of view) of different literary genres (e.g., novels, essays, short stories, poetry, drama).</li> <li><input type="checkbox"/> R-6 select and read materials for enjoyment.</li> <li><input type="checkbox"/> R-8 use vocabulary and comprehension strategies, as well as technology, to understand text</li> <li><input type="checkbox"/> W-6 write pieces that reflect on themselves as writers and on their own samples of writing.</li> <li><input type="checkbox"/> W-7 critique their own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Alliteration</li> <li><input type="checkbox"/> Denotation</li> <li><input type="checkbox"/> Connotation</li> <li><input type="checkbox"/> Form</li> <li><input type="checkbox"/> Free Verse</li> <li><input type="checkbox"/> Imagery</li> <li><input type="checkbox"/> Metaphor</li> <li><input type="checkbox"/> Narrative Poetry</li> <li><input type="checkbox"/> Onomatopoeia</li> <li><input type="checkbox"/> Poetry</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> End Rhyme</li> <li><input type="checkbox"/> Internal Rhyme</li> <li><input type="checkbox"/> Rhyme scheme</li> <li><input type="checkbox"/> Rhythm</li> <li><input type="checkbox"/> Simile</li> <li><input type="checkbox"/> Stanza</li> <li><input type="checkbox"/> Limerick</li> <li><input type="checkbox"/> Personification</li> <li><input type="checkbox"/> Tone</li> <li><input type="checkbox"/> Mood</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select, read, and share a poem. DOK 1</li> <li><input type="checkbox"/> Orally explain to the class why they like this poem. DOK 1</li> <li><input type="checkbox"/> Select, read, and analyze 10 published poems. DOK 3</li> <li><input type="checkbox"/> Analyze the poem “For My Father”: display poem on overhead, exposing one line at a time. Students record and discuss the meaning of each line before determining the overall meaning of the poem. DOK 3</li> <li><input type="checkbox"/> Follow along as “Sarah Cynthia Sylvia Stout” by Shel Silverstein is read. DOK 1</li> <li><input type="checkbox"/> Analyze “Sarah Cynthia Sylvia Stout” focusing on; imagery, end rhyme, internal rhyme, rhythm, tone. DOK 3</li> <li><input type="checkbox"/> Follow along as “The Highwayman” by Alfred Noyes is read orally. Pre-reading activity for “The Highwayman”: Complete ‘In the Name of Love’ chart that allows students to make decisions about and rank sacrifices they would make in the name of love. Discuss their choices as a whole group. DOK 2</li> <li><input type="checkbox"/> Analyze “The Highwayman” focusing on: repetition, onomatopoeia, metaphor, alliteration, and narrative</li> </ul>

Grade 7	Unit 3: Poetry		Suggested Length: 3 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>standards of correctness (e.g., mechanics, grammar, spelling).</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>SLO-1 adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</i></li> <li><input type="checkbox"/> <i>SLO-2 apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</i></li> <li><input type="checkbox"/> <i>SLO-3 apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional supporting Academic Expectation 5.1).</i></li> <li><input type="checkbox"/> <i>I-1 develop effective questions to obtain ideas and information and access resources to address those questions.</i></li> <li><input type="checkbox"/> <i>I-2 identify the most appropriate resources to accomplish different tasks (additional supporting Academic Expectation 5.4).</i></li> <li><input type="checkbox"/> <i>I-3 follow a logical plan of inquiry to complete tasks.</i></li> <li><input type="checkbox"/> <i>ELA-7-I-4 use research tools to gather and organize ideas and information from library, personal, and community resources.</i></li> <li><input type="checkbox"/> <i>T-1 use appropriate technology to access ideas and information for authentic tasks.</i></li> <li><input type="checkbox"/> <i>T-2 use technology to enhance communication for authentic audiences and purposes.</i></li> <li><input type="checkbox"/> <i>T-1 use appropriate technology to access ideas and information for authentic tasks.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> RD-O7-1.0.1 Students will apply knowledge</li> </ul>		<p>poetry. DOK 3</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read “Oranges”, by Gary Soto discuss imagery, free verse, tone, and mood. DOK 3</li> <li><input type="checkbox"/> <u>Answer open response questions about poetry</u> CLA. DOK 4</li> <li><input type="checkbox"/> Write the following types of poetry:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Limerick: to focus on rhyme scheme</li> <li><input type="checkbox"/> This is Mine: to focus on repetition</li> <li><input type="checkbox"/> Just Because: to focus on repetition</li> <li><input type="checkbox"/> Where I’m From:</li> <li><input type="checkbox"/> Found Poetry: to focus on language/connotation/denotation</li> <li><input type="checkbox"/> Bio Poem:</li> <li><input type="checkbox"/> Slot Poetry: reviews parts of speech and focuses on imagery</li> <li><input type="checkbox"/> Concrete Poetry: to introduce concept of white space as supporting detail</li> <li><input type="checkbox"/> Wish/Worry Poem:</li> <li><input type="checkbox"/> Inside/Outside Poem. DOK 4</li> </ul> </li> <li><input type="checkbox"/> Create a poetry book that includes: WP             <ul style="list-style-type: none"> <li><input type="checkbox"/> 10 poems published by professional poets</li> <li><input type="checkbox"/> 10 poems of their own creation</li> <li><input type="checkbox"/> Illustrations for each poem</li> <li><input type="checkbox"/> 2 to 5 line explications for the 10 published poems</li> <li><input type="checkbox"/> Vocabulary list</li> <li><input type="checkbox"/> Table of Contents page</li> <li><input type="checkbox"/> Title page. DOK 4</li> </ul> </li> <li><input type="checkbox"/> Examine Criteria for Scoring Poetry from Kentucky Writing Portfolio Scoring Handbook. DOK 2</li> <li><input type="checkbox"/> Score poems using the Kentucky Holistic Scoring Guide for Writing. DOK 4</li> <li><input type="checkbox"/> Display Poetry Books. DOK 2</li> <li><input type="checkbox"/> Complete reflection sheet. DOK 3</li> </ul>

Grade 7	Unit 3: Poetry		Suggested Length: 3 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>of synonyms or antonyms to comprehend a passage.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-07-1.0.2 Students will select, based on context, the appropriate meaning for a word that has multiple meanings. DOK 2</b></li> <li><input type="checkbox"/> RD-O7-1.0.3 Students will apply the meanings of word parts (prefixes, suffixes, roots) to comprehend unfamiliar words in a passage.</li> <li><input type="checkbox"/> RD-O7-1.0.4 Students will formulate questions to guide reading.</li> <li><input type="checkbox"/> RD-O7-1.0.5 Students will scan to find key information.</li> <li><input type="checkbox"/> RD-O7-1.0.6 Students will skim to get the general meaning of a passage.</li> <li><input type="checkbox"/> <b>RD-O7-2.0.1 Students will identify or explain the main idea of a passage. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.2 Students will identify and explain the characteristics of short stories, novels, poetry, or plays. DOK 2</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.3 Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.7 Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-3.0.1 Students will analyze the relationship between events in a story and a character’s behavior. DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-3.0.2 Students will identify or explain an author’s purpose in a passage. DOK 2</b></li> <li><input type="checkbox"/> <b>RD-O7-3.0.3 Students will explain or analyze how a conflict in a passage is resolved. DOK 3</b></li> <li><input type="checkbox"/> RD-O7-4.0.1 Students will connect</li> </ul>		

Grade 7	Unit 3: Poetry		Suggested Length: 3 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>information from a passage to students’ lives (text-to-self), real world issues (text-to-world), and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-O8-5.0.2 Students will interpret the use of literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage. DOK 3</b></li> <li><input type="checkbox"/> RD-O8-5.0.4 Students will analyze the author’s use of literary devices in a passage (e.g., symbolism, irony, analogies, imagery, figurative language).</li> </ul>		

Grade 7	Unit 4: Inquiry Unit		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What interests you?</p> <p>2. What do you all ready know about this topic?</p> <p>3. What would you like to know more about?</p> <p>4. How do people find information?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>R-1 identify the meaning of a variety of reading materials, making connections to students’ lives, to the real world, and/or to current events.</i></li> <li><input type="checkbox"/> <i>R-3 respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information (additional supporting Academic Expectation 5.1).</i></li> <li><input type="checkbox"/> <i>R-4 interpret and apply information in a variety of transactive reading materials to complete authentic tasks.</i></li> <li><input type="checkbox"/> <i>R-5 identify authors’ positions, main ideas, and techniques of support in persuasive materials.</i></li> <li><input type="checkbox"/> <i>R-6 select and read materials for enjoyment.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inquiry</li> <li><input type="checkbox"/> KWL</li> <li><input type="checkbox"/> Research</li> <li><input type="checkbox"/> Feature Article</li> <li><input type="checkbox"/> Headline</li> <li><input type="checkbox"/> Background Information</li> <li><input type="checkbox"/> Interview</li> <li><input type="checkbox"/> On the Spot Interview</li> <li><input type="checkbox"/> Lists</li> <li><input type="checkbox"/> Graphs</li> <li><input type="checkbox"/> Charts</li> <li><input type="checkbox"/> Pictures</li> <li><input type="checkbox"/> Captions</li> <li><input type="checkbox"/> Text Features</li> <li><input type="checkbox"/> Sidebars</li> <li><input type="checkbox"/> Expert</li> <li><input type="checkbox"/> Highlight</li> <li><input type="checkbox"/> Focus</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate a topic of their choosing by generating a list of topics that interest them. DOK 3</li> <li><input type="checkbox"/> Rank their topics using a ranking system. DOK 1</li> <li><input type="checkbox"/> Choose a topic to research through a process of elimination based upon the ranking system. DOK 2</li> <li><input type="checkbox"/> Complete a KWL chart about their topic. DOK 2</li> <li><input type="checkbox"/> Formulate a list of research questions using their KWL chart. DOK 2</li> <li><input type="checkbox"/> Complete mini lessons about doing research using books, periodicals, Internet sources, and interviews. DOK 2</li> <li><input type="checkbox"/> Research their topic. DOK 3</li> <li><input type="checkbox"/> Post ‘sharable’ information on a Just So You Know Board. DOK 1</li> <li><input type="checkbox"/> Read “Feature Articles: The “Highlight” of Your Portfolio, by Dewey Hensley. DOK 2</li> <li><input type="checkbox"/> In small groups, read 2 feature articles and examine them for characteristics of feature article. DOK 2</li> <li><input type="checkbox"/> Summarize information from feature articles and present</li> </ul>

Grade 7	Unit 4: Inquiry Unit		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>R-7 employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and nonprint (e.g., computers, media, interviews) resources for inquiry projects and other authentic tasks.</i></li> <li><input type="checkbox"/> <i>R-8 use vocabulary and comprehension strategies, as well as technology, to understand text.</i></li> <li><input type="checkbox"/> <i>W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</i></li> <li><input type="checkbox"/> <i>W-2 use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences</i></li> <li><input type="checkbox"/> <i>W-3 write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry</i></li> <li><input type="checkbox"/> <i>W-6 write pieces that reflect on themselves as writers and on their own samples of writing.</i></li> <li><input type="checkbox"/> <i>W-7 critique their own and others' works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling)</i></li> <li><input type="checkbox"/> <i>7-SLO-3 apply listening, speaking, and observing skills to conduct authentic inquiry tasks and to create products (additional</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Documentation</li> <li><input type="checkbox"/> Inform</li> <li><input type="checkbox"/> Persuade</li> <li><input type="checkbox"/> Entertain</li> </ul>	<p><i>Student will:</i></p> <ul style="list-style-type: none"> <li>findings to class DOK 2</li> <li><input type="checkbox"/> <u>Answer open response question pertaining to feature article</u> CLA. DOK 2</li> <li><input type="checkbox"/> Read samples of feature articles from The Kentucky Writing Portfolio Development Handbook. DOK 2</li> <li><input type="checkbox"/> Scoring Guide for Writing and Criteria for Transactive Writing CLA. DOK 4</li> <li><input type="checkbox"/> Write feature article about the topic they have researched taking the piece through prewriting, drafting, revising, editing, and publishing. WP DOK 4</li> <li><input type="checkbox"/> Participate in peer response groups to critique their own and others work. DOK 4</li> <li><input type="checkbox"/> Complete analyzing writing style sheet. DOK 4</li> <li><input type="checkbox"/> Complete reflection sheet. DOK 4</li> <li><input type="checkbox"/> Present/Share their articles with the class. DOK 4</li> </ul>



Grade 7	Unit 4: Inquiry Unit		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>supporting Academic Expectation 5.1).</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I-1 develop effective questions to obtain ideas and information and access resources to address those questions.</li> <li><input type="checkbox"/> I-2 identify the most appropriate resources to accomplish different tasks (additional supporting Academic Expectation 5.4).</li> <li><input type="checkbox"/> I-3 follow a logical plan of inquiry to complete tasks.</li> <li><input type="checkbox"/> I-4 use research tools to gather and organize ideas and information from library, personal, and community resources.</li> <li><input type="checkbox"/> T-1 use appropriate technology to access ideas and information for authentic tasks.</li> <li><input type="checkbox"/> T-2 use technology to enhance communication for authentic audiences and purposes.</li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-O7-1.0.8 Students will interpret the meaning of jargon, dialect or specialized vocabulary used in a passage. DOK 2</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.5 Students will summarize information from a paragraph, a section of a passage or an entire passage. DOK 2</b></li> <li><input type="checkbox"/> RD-O7-2.0.6 Students will apply the information contained in a passage to accomplish a task/procedure or answer questions about a passage.</li> <li><input type="checkbox"/> <b>RD-O7-3.0.4 Students will identify details that support the main idea or explain their importance in a passage. DOK 3</b></li> <li><input type="checkbox"/> RD-O7-3.0.6 Students will distinguish between fact or opinion.</li> <li><input type="checkbox"/> RD-O7-3.0.7 Students will identify or explain an author’s opinion about a subject.</li> <li><input type="checkbox"/> <b>RD-O7-3.0.8 Students will identify the</b></li> </ul>		

Grade 7	Unit 4: Inquiry Unit		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><b>argument or supporting evidence from a passage. DOK 2</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-O7-3.0.9 Students will identify persuasive techniques (e.g., expert opinion, logical/emotional/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon). DOK 2</b></li> <li><input type="checkbox"/> RD-O7-5.0.7 Students will evaluate the effectiveness of organization or format in fulfilling the purpose of a passage.</li> <li><input type="checkbox"/> <b>RD-O7-5.0.8 Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, and captions) enhances the reader’s understanding of a passage. DOK 3</b></li> <li><input type="checkbox"/> WR-07-1.1.3 In Transactive Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate a purpose through informing, persuading, or analyzing.</li> <li><input type="checkbox"/> Students will develop an effective angle to achieve purpose.</li> <li><input type="checkbox"/> Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece.</li> <li><input type="checkbox"/> Students will apply characteristics of the selected form (e.g., letter, feature article, editorial, speech).</li> <li><input type="checkbox"/> Students will sustain a suitable tone.</li> <li><input type="checkbox"/> Students will allow voice to emerge when appropriate.</li> </ul> </li> <li><input type="checkbox"/> WR-07-1.2.3 In Transactive Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will communicate relevant information to clarify and justify a specific purpose.</li> </ul> </li> </ul>		

Grade 7	Unit 4: Inquiry Unit		Suggested Length: 8 Weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students will develop a deliberate angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals).</li> <li><input type="checkbox"/> Students will develop explanations to support the writer’s purpose.</li> <li><input type="checkbox"/> Students will apply research to support ideas with facts and opinions.</li> <li><input type="checkbox"/> Students will incorporate persuasive techniques (e.g., expert opinion, emotional/logical/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon) when appropriate.</li>   <li><input type="checkbox"/> WR-07-2.3.3 In Transactive Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will establish a context for reading.</li> <li><input type="checkbox"/> Students will apply the accepted format of the genre.</li> <li><input type="checkbox"/> Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.</li> <li><input type="checkbox"/> Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.</li> <li><input type="checkbox"/> Students will apply paragraphing effectively.</li> <li><input type="checkbox"/> Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.</li> <li><input type="checkbox"/> Students will create conclusions effectively.</li> </ul> </li> </ul>		

Grade 7	Unit 5: Reflective Writing		Suggested Length: Embedded within Other Lessons Throughout the School Year with 4 weeks to Write a Letter to Reviewer
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. What is reflective thinking?</p> <p>2. Why is it important to reflect upon one’s growth?</p> <p>3. How have you grown as a writer this year?</p> <p>4. How do you feel about this growth?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</i></li> <li><input type="checkbox"/> <i>W-6 write pieces that reflect on themselves as writers and on their own samples of writing.</i></li> <li><input type="checkbox"/> <i>W-7 critique their own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).</i></li> <li><input type="checkbox"/> <i>7-T-2 use technology to enhance communication for authentic audiences and purposes</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WR-07-1.1.1 In Reflective Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will evaluate personal progress toward meeting goals in literacy skills.</li> <li><input type="checkbox"/> Students will address needs of the intended audience.</li> <li><input type="checkbox"/> Students will sustain a suitable tone or appropriate voice.</li> </ul> </li> <li><input type="checkbox"/> WR-07-1.2.1 In Reflective Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will describe own literacy skills, strategies, or processes.</li> <li><input type="checkbox"/> Students will analyze own decisions.</li> <li><input type="checkbox"/> Students will evaluate own strengths and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reflection</li> <li><input type="checkbox"/> Insight</li> <li><input type="checkbox"/> Growth</li> <li><input type="checkbox"/> Imagery</li> <li><input type="checkbox"/> Growth</li> <li><input type="checkbox"/> Imagery</li> <li><input type="checkbox"/> Process Journal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set an individual writing goal(s) that may pertain to one or more of the following:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Final portfolio score they hope to obtain.</li> <li><input type="checkbox"/> Skills and strategies they hope to improve, such as: effective leads, description, dialogue, idea development, tone, mood, voice, language choice, sentence structure and correctness, grammar and usage, research skills.</li> <li><input type="checkbox"/> Effective use of time.</li> <li><input type="checkbox"/> Utilizing/Experimentation with a variety of forms.</li> <li><input type="checkbox"/> Other goals best suited to the individual. DOK 4</li> </ul> </li> <li><input type="checkbox"/> Keep a process journal allowing reflection about writing to take place all year long DOK 4</li> <li><input type="checkbox"/> Complete reflection sheets after completing each piece of writing throughout the school year. DOK 4</li> <li><input type="checkbox"/> Read and Evaluate sample letters to the reviewer DOK 2</li> <li><input type="checkbox"/> Score letters to the reviewer using the Kentucky Writing Holistic Scoring Guide. CLA DOK 4</li> <li><input type="checkbox"/> Write effective leads by practicing the following lead techniques:             <ul style="list-style-type: none"> <li><input type="checkbox"/> 5 words to describe my personality</li> <li><input type="checkbox"/> Song lyric that reflects my personality</li> <li><input type="checkbox"/> Nick name that reflects my personality</li> <li><input type="checkbox"/> A color that reflects my personality</li> <li><input type="checkbox"/> An animal that reflects my personality</li> <li><input type="checkbox"/> Work that reflects my effort and skill as a writer. DOK 2</li> </ul> </li> <li><input type="checkbox"/> Develop and apply similes, metaphors, and/or analogies to illustrate their growth as a writer. DOK 2</li> <li><input type="checkbox"/> Re-read pieces they have written throughout the school year. DOK 2</li> <li><input type="checkbox"/> Evaluate their work based on their individual writing goals and Kentucky Holistic Scoring Guide for Writing. DOK 4</li> <li><input type="checkbox"/> Write a letter to the reviewer taking the piece through pre-writing, drafting, revising, editing, and publishing.</li> </ul>

Grade 7	Unit 5: Reflective Writing		Suggested Length: Embedded within Other Lessons Throughout the School Year with 4 weeks to Write a Letter to Reviewer
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p>areas for growth.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will support claims about self.</li> <li><input type="checkbox"/> WR-07-2.3.1 In Reflective Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will engage the interest of the reader.</li> <li><input type="checkbox"/> Students will communicate ideas and details in meaningful order.</li> <li><input type="checkbox"/> Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader.</li> <li><input type="checkbox"/> Students will apply paragraphing effectively.</li> <li><input type="checkbox"/> Students will create conclusions effectively.</li> </ul> </li> <li><input type="checkbox"/> WR-07-2.4.1 In Reflective Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will develop sentences of various structures and lengths throughout the piece.</li> <li><input type="checkbox"/> Students will develop complete sentences or apply unconventional structures when appropriate.</li> </ul> </li> <li><input type="checkbox"/> WR-07-3.5.1 In Reflective Writing,             <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will adhere to standard guidelines for grammar and usage or apply nonstandard for effect.</li> <li><input type="checkbox"/> Students will apply language concisely.</li> <li><input type="checkbox"/> Students will incorporate language appropriate to the content, purpose, and audience.</li> </ul> </li> </ul>		<p>WP DOK 4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete analyzing writing style sheet, if needed. DOK 2</li> </ul>

Grade 7	Unit 6: On Demand Writing With RATs		Suggested Length: 3 weeks
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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
<p>1. Why is important to be able to respond quickly to situations?</p> <p>2. How can editorials be used to better the quality of human life?</p> <p>3. What issues are important to you?</p>	<p><b><u>Program of Studies</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>R-1 identify the meaning of a variety of reading materials, making connections to students’ lives, to the real world, and/or to current events.</i></li> <li><input type="checkbox"/> <i>R-3 respond to and analyze transactive reading materials (informational, practical/workplace, and persuasive) through raising and addressing questions, making predictions, drawing conclusions, solving problems, and summarizing information (additional supporting Academic Expectation 5.1</i></li> <li><input type="checkbox"/> <i>R-5 identify authors’ positions, main ideas, and techniques of support in persuasive materials.</i></li> <li><input type="checkbox"/> <i>W-1 respond to reading, listening, observing, and inquiry through applying writing-to-learn strategies in situations such as graphic organizers, note taking, journals, and logs and writing-to-demonstrate-learning strategies in situations such as graphic organizers, open-response questions, and summaries.</i></li> <li><input type="checkbox"/> <i>W-2 use information from technology and other resources to develop independent ideas and support those ideas in writings for authentic purposes and audiences.</i></li> <li><input type="checkbox"/> <i>W-3 write transactive pieces (writing produced for authentic purposes and audiences beyond completing an assignment to demonstrate learning), based on inquiry and/or personal experience that show independent thinking and incorporate ideas and information from reading, listening, observing, and inquiry.</i></li> <li><input type="checkbox"/> <i>W-7 critique their own and others’ works based on criteria for effective writing, including awareness of audience and purpose, organization, idea development, and</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Editorial</li> <li><input type="checkbox"/> On Demand Writing</li> <li><input type="checkbox"/> SPAM: Situation, Purpose, Audience, Mode/Form</li> <li><input type="checkbox"/> Fact</li> <li><input type="checkbox"/> Opinion</li> <li><input type="checkbox"/> Expert</li> <li><input type="checkbox"/> Stand</li> <li><input type="checkbox"/> Defend a Position</li> <li><input type="checkbox"/> Concise</li> <li><input type="checkbox"/> Solution</li> <li><input type="checkbox"/> Analogy</li> <li><input type="checkbox"/> Cause and Effect</li> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> Comparison</li> <li><input type="checkbox"/> Contrast</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Answer questions on quiz about on demand writing and editorials.</u> DOK 3</li> <li><input type="checkbox"/> Read the following sample editorials:             <ul style="list-style-type: none"> <li><input type="checkbox"/> “Physical Education”, from the Kentucky Writing Portfolio Development Handbook</li> <li><input type="checkbox"/> “Boy Toys”, by Emily Hume from Writer’s Inc.</li> <li><input type="checkbox"/> “How Old Do You Have to Be to See Blood?”, from Kentucky Marker Papers</li> <li><input type="checkbox"/> Kentucky Kingdom needs new and improved rides”, by Christian Boyles, from Courier Journal</li> <li><input type="checkbox"/> Other current editorials from newspapers. DOK 2</li> </ul> </li> <li><input type="checkbox"/> Examine editorials for the following:             <ul style="list-style-type: none"> <li><input type="checkbox"/> What issue is being addressed?</li> <li><input type="checkbox"/> What is the writer’s opinion?</li> <li><input type="checkbox"/> Where does the writer make the reader aware of this opinion?</li> <li><input type="checkbox"/> Who is the specific audience for the piece?</li> <li><input type="checkbox"/> What background information is provided?</li> <li><input type="checkbox"/> What kind of supporting details are used to support the opinion?</li> <li><input type="checkbox"/> How is the piece organized?</li> <li><input type="checkbox"/> What is the tone of the piece?</li> <li><input type="checkbox"/> What words convey the writer’s tone? DOK 2</li> </ul> </li> <li><input type="checkbox"/> <u>Write an editorial by:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completing pre-writing and drafting guide by: determining the opinion, planning the supporting details, determining the intended audience, developing a plan of organization, drafting the lead, drafting the body, and conclusion. DOK 4</li> </ul> </li> <li><input type="checkbox"/> Score editorial written in class using the Kentucky Holistic Scoring Guide for Writing. DOK 4</li> <li><input type="checkbox"/> Revise and Edit editorials DOK 4</li> <li><input type="checkbox"/> Participate in peer response groups. DOK 4</li> <li><input type="checkbox"/> Write during an on demand setting. DOK 4</li> </ul>

Grade 7	Unit 6: On Demand Writing With RATs		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<p><i>standards of correctness (e.g., mechanics, grammar, spelling).</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>SLO-1 adjust listening and observing strategies for specific situations and purposes (e.g., to follow directions, to acquire information, for entertainment, to complete a task).</i></li> <li><input type="checkbox"/> <i>SLO-2 apply organizational skills and delivery techniques to produce oral messages and products with and without technology.</i></li> <li><input type="checkbox"/> <i>I-1 develop effective questions to obtain ideas and information and access resources to address those questions.</i></li> <li><input type="checkbox"/> <i>T-2 use technology to enhance communication for authentic audiences and purposes.</i></li> </ul> <p><b><u>Core Content</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>RD-O7-1.0.4</b> Students will formulate questions to guide reading.</li> <li><input type="checkbox"/> <b>RD-O7-1.0.5</b> Students will scan to find key information.</li> <li><input type="checkbox"/> <b>RD-O7-1.0.6</b> Students will skim to get the general meaning of a passage.</li> <li><input type="checkbox"/> <b>RD-O7-2.0.5</b> Students will summarize information from a paragraph, a section of a passage, or an entire passage. <b>DOK 2</b></li> <li><input type="checkbox"/> <b>RD-O7-2.0.7</b> Students will make predictions, draw conclusions, make generalizations or make inferences based on what is read. <b>DOK 3</b></li> <li><input type="checkbox"/> <b>RD-O7-3.0.2</b> Students will identify or explain an author’s purpose in a passage. <b>DOK 2</b></li> <li><input type="checkbox"/> <b>RD-O7-3.0.4</b> Students will identify details that support the main idea or explain their importance in a passage. <b>DOK 3</b></li> </ul>		

Grade 7	Unit 6: On Demand Writing With RATs		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> <i>Student will:</i>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> RD-O7-3.0.5 Students will distinguish between informative and persuasive passages.</li> <li><input type="checkbox"/> RD-O7-3.0.6 Students will distinguish between fact or opinion.</li> <li><input type="checkbox"/> RD-O7-3.0.7 Students will identify or explain an author’s opinion about a subject.</li> <li><input type="checkbox"/> <b>RD-O7-3.0.8 Students will identify the argument or supporting evidence from a passage. DOK 2</b></li> <li><input type="checkbox"/> <b>RD-O7-3.0.9 Students will identify persuasive techniques (e.g., expert opinion, logical/emotional/ethical appeal, repetition, rhetorical question) or propaganda techniques (e.g., testimonial, bandwagon). DOK 2</b></li> <li><input type="checkbox"/> RD-O7-4.0.1 Students will connect information from a passage to students’ lives (text-to-self), real world issues (text-to-world), and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).</li> <li><input type="checkbox"/> <b>RD-O7-5.0.8 Students will explain or analyze how the use of text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, and captions) enhances the reader’s understanding of a passage. DOK 3</b></li> </ul>		