

Grade 7 ELA Pacing Guide

Unit 1: <i>The Underdog</i> Reading Focus: Literary	Unit 2: <i>Change for the Better</i> Reading Focus: Informational	Unit 3: <i>Trials and Tribulations</i> Reading Focus: Literary	Unit 4: <i>Classic Conflict</i> Reading Focus: Informational
Extended Text: <u>Roll of Thunder, Hear My Cry</u> <u>Red Scarf Girl</u> <u>A Christmas Carol</u> <u>Wednesday Wars</u>	Extended Text: <u>A Christmas Carol</u> <u>Roll of Thunder, Hear My Cry</u>	Extended Text: <u>Red Scarf Girl</u> <u>Roll of Thunder, Hear My Cry</u> <u>The Giver</u> <u>Guts</u> <u>A Night to Remember</u>	Extended Text: <u>Wednesday Wars</u> <u>Roll of Thunder, Hear My Cry</u> <u>Red Scarf Girl</u> <u>A Wrinkle in Time</u> <u>Guts</u>
Power Standards: ELACC7RL1 – Cite several pieces of textual evidence to support analysis. ELACC7RL2 – Determine theme or central idea, and analyze development; provide objective summary. ELACC7RL4 – Determine the meaning of words and phrases. ELACC7W1 – Write arguments to support claims with clear reasons and relevant evidence. ELACC7W2 – Write informative/explanatory texts. ELACC7W4 – Produce clear and coherent writing ELACC7W6 – Use technology to produce and publish writing, link to and cite sources, and collaborate with others. ELACC7L3 – Use knowledge of writing and its conventions when writing, speaking, reading or listening. ELACC7L6 – Acquire and use academic and domain-specific words and phrases. ELACC7SL1 – Engage effectively in collaborative discussions. ELACC7SL3 – Delineate a speaker’s argument evaluating the reasoning and evidence. ELACC7SL4 – Present claims and findings in a focused, coherent manner.	Power Standards: ELACC7RI1 - Cite several pieces of textual evidence to support analysis. ELACC7RI2 - Determine two or more central ideas, and analyze development; provide objective summary. ELACC7RI4 - Determine the meaning of words and phrases. ELACC7RI8 – Trace and evaluate an argument and specific claims; assess whether the evidence is relevant and sufficient. ELACC7W1 - Write arguments to support claims with clear reasons and relevant evidence. ELACC7W2 – Write informative/explanatory texts. ELACC7W4 - Produce clear and coherent writing ELACC7W6 - Use technology to produce and publish writing, link to and cite sources, and collaborate with others. ELACC7L3 - Use knowledge of writing and its conventions when writing, speaking, reading or listening. ELACC7L6 - Acquire and use academic and domain-specific words and phrases. ELACC7SL1 – Engage effectively in collaborative discussions. ELACC7SL3 - Delineate a speaker’s argument evaluating the reasoning and evidence. ELACC7SL4 - Present claims and findings.	Power Standards: ELACC7RL1 – Cite several pieces of textual evidence to support analysis. ELACC7RL2 – Determine theme or central idea, and analyze development; provide objective summary. ELACC7RL4 – Determine the meaning of words and phrases. ELACC7W1 - Write arguments to support claims with clear reasons and relevant evidence. ELACC7W2 - Write informative/explanatory texts. ELACC7W4 - Produce clear and coherent writing ELACC7W6 - Use technology to produce and publish writing, link to and cite sources, and collaborate with others. ELACC7L3 - Use knowledge of writing and its conventions when writing, speaking, reading or listening. ELACC7L6 - Acquire and use academic and domain-specific words and phrases. ELACC7SL1 – Engage effectively in collaborative discussions. ELACC7SL3 - Delineate a speaker’s argument evaluating the reasoning and evidence. ELACC7SL4 - Present claims and findings in a focused, coherent manner.	Power Standards: ELACC7RI1 - Cite several pieces of textual evidence to support analysis. ELACC7RI2 - Determine two or more central ideas, and analyze development; provide objective summary. ELACC7RI4 - Determine the meaning of words and phrases. ELACC7RI8 - Trace and evaluate an argument and specific claims; assess whether the evidence is relevant and sufficient. ELACC7W1 - Write arguments to support claims with clear reasons and relevant evidence. ELACC7W2 - Write informative/explanatory texts. ELACC7W4 - Produce clear and coherent writing ELACC7W6 - Use technology to produce and publish writing, link to and cite sources, and collaborate with others. ELACC7L3 - Use knowledge of writing and its conventions when writing, speaking, reading or listening. ELACC7L6 - Acquire and use academic and domain-specific words and phrases. ELACC7SL1 - Initiate and participate in collaborative discussions. ELACC7SL3 - Delineate a speaker’s argument evaluating the reasoning and evidence. ELACC7SL4 - Present claims and findings.

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<p>Supporting Standards: ELACC7RL3 ELACC7RL5 ELACC7RL6 ELACC7RL7 ELACC7RL8 ELACC7RL9 ELACC7RL10 ELACC7RI3 ELACC7RI5 ELACC7RI6 ELACC7RI7 ELACC7RI9 ELACC7RI10 ELACC7W3 ELACC7W5 ELACC7W7 ELACC7W8 ELACC7W9 ELACC7W10 ELACC7SL2 ELACC7SL5 ELACC7SL6 ELACC7L1 ELACC7L2 ELACC7L4 ELACC7L5</p>	<p>Supporting Standards: ELACC7RL3 ELACC7RL5 ELACC7RL6 ELACC7RL7 ELACC7RL8 ELACC7RL9 ELACC7RL10 ELACC7RI3 ELACC7RI5 ELACC7RI6 ELACC7RI7 ELACC7RI9 ELACC7RI10 ELACC7W3 ELACC7W5 ELACC7W7 ELACC7W8 ELACC7W9 ELACC7W10 ELACC7SL2 ELACC7SL5 ELACC7SL6 ELACC7L1 ELACC7L2 ELACC7L4 ELACC7L5</p>	<p>Supporting Standards: ELACC7RL3 ELACC7RL5 ELACC7RL6 ELACC7RL7 ELACC7RL8 ELACC7RL9 ELACC7RL10 ELACC7RI3 ELACC7RI5 ELACC7RI6 ELACC7RI7 ELACC7RI9 ELACC7RI10 ELACC7W3 ELACC7W5 ELACC7W7 ELACC7W8 ELACC7W9 ELACC7W10 ELACC7SL2 ELACC7SL5 ELACC7SL6 ELACC7L1 ELACC7L2 ELACC7L4 ELACC7L5</p>	<p>Supporting Standards: ELACC7RL3 ELACC7RL5 ELACC7RL6 ELACC7RL7 ELACC7RL8 ELACC7RL9 ELACC7RL10 ELACC7RI3 ELACC7RI5 ELACC7RI6 ELACC7RI7 ELACC7RI9 ELACC7RI10 ELACC7W3 ELACC7W5 ELACC7W7 ELACC7W8 ELACC7W9 ELACC7W10 ELACC7SL2 ELACC7SL5 ELACC7SL6 ELACC7L1 ELACC7L2 ELACC7L4 ELACC7L5</p>
<p>Common Formative Assessments: Figurative Language Chart Chapter Comprehension Quizzes (plot, characterization, cause & effect, etc.) Journal Responses/Reflections</p>	<p>Common Formative Assessments: Study on origins of Santa Claus (Christmas Carol) Written responses using cited evidence Comprehension Quizzes Graphic Organizers for comparisons to literature</p>	<p>Common Formative Assessments: Read and compare “Oranges” and “Black Hair” Figurative Language Chart Chapter Comprehension Quizzes (plot, characterization, cause & effect, etc.) Journal Responses/Reflections</p>	<p>Common Formative Assessments: Written responses using cited evidence Comprehension Quizzes Graphic Organizers for comparisons to literature</p>

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<p>Integrated Writing Tasks: Example Informative/Explanatory Writing Tasks: Literary Analysis, <i>Novel Title:</i> Identify theme, audience, and purpose. Identify and analyze literary strategies used to convey theme and purpose including but not limited to plot, setting, characters, characterization, diction, syntax, tone, imagery, figurative language, symbols (motif). Why did the author make the choices he/she did, and how were those choices intended to impact readers? Use primary text only for citations (ideas must be your own).</p> <p>Reflecting on the novel/stories read and discussed in class, write an informative/explanatory essay in response to the essential question: How can reading about literary characters who are underdogs enhance our understanding of real life individuals who move from underdog to success story? Cite specific details from texts you have read.</p> <p>Business letter to Governor of Mississippi in 1933(ROT,HMC)</p> <p>Example Narrative Writing Tasks: “Mining Your Heart” “Where I’m From Poem”</p>	<p>Integrated Writing Tasks: Example Narrative Writing Task: Rewrite your favorite carol from Scrooge’s perspective.</p> <p>Example Argumentative Writing Tasks: You live in Victorian London and have borrowed money from Ebenezer Scrooge. Unfortunately, you’ve lost your job and cannot repay him in time. Write a letter to Ebenezer Scrooge to persuade him to give you more time to repay the money that you owe. Use reasoning and details to persuade him to keep you out of the debtor’s prison.</p> <p>While reading <u>A Christmas Carol</u>, think about how Ebenezer Scrooge becomes a memorable character. Think about the techniques Dickens’ uses to develop Scrooge’s character. Compose a response to the following question: “Do good characterization techniques help convey the theme of a story?” In your response, include clear reasons for your argument and relevant evidence cited from the text. (This same task could be done for Cassie in <u>Roll of Thunder, Hear My Cry</u>.)</p> <p>“Are characters born courageous or is courage developed from facing adversity? Write a response to this question based on the novels/stories we have read. Include clear reasons</p>	<p>Integrated Writing Tasks: Example Argumentative Writing Tasks: You have read about literary characters that exist within the confines of a historical period. How does knowing the historical context of the literature add to your appreciation of the writing? Why?</p> <p>Certain personality traits define an individual’s ability to overcome trials and tribulations. Select three traits that you feel are present in the characters from the novels in this unit. Discuss how these traits are essential to overcoming trials and tribulations. Justify your response by citing information and examples from the texts that you have read.</p> <p>Example Narrative Writing Task (<u>Red Scarf Girl</u>): Students create a collage of magazine or internet pictures that display their favorite colors. The students then develop a color poem (minimum 3 stanzas) using a definite rhyme scheme and appropriate figurative language. In writing this poem, students express how this color is significant in their lives.</p> <p>This activity segues into an analysis of why red was/is a significant color in China.</p>	<p>Integrated Writing Tasks: Example Informative/Explanatory Writing Tasks: Write a written response to this question: What makes characters in historical fiction believable? Cite specific details from texts read.</p> <p>Example Literary Analysis, <i>Novel Title:</i> Identify conflicts present in the literature we have read. Identify and analyze literary strategies used to convey conflict including but not limited to plot, setting, characters, characterization, diction, syntax, tone, imagery, figurative language, symbols (motif). Why did the author make the choices he/she did, and how were those choices intended to impact readers? Use primary text only for citations (ideas must be your own).</p> <p>Example Informational/Explanatory Writing Task (<u>Wednesday Wars</u>): Reflecting on the informational pieces, poetry and song lyrics devoted to the Vietnam Era, write an essay in response to this question: How are varying attitudes toward the events of the Vietnam War reflected in literature?</p> <p>Example Informational/Explanatory Writing Task (<u>Wednesday Wars</u>): Sports heroes, war heroes, and celebrities often have a powerful impact on children. Write an essay</p>
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<p>Literary Device Application/Idea Development and Organization: “My Adidas” Lesson</p>	<p>and relevant evidence from the text. Example Informational/Explanatory Writing Task: Research a 19th century poet. In your written piece, include information about how this individual impacted the literary world.</p>		<p>in which you compare/contrast your experiences with “heroes” as opposed to Holling’s experiences. How did these experiences impact who you are and who Holling became by the end of the novel?</p> <p>Example Informational/Explanatory Writing Task: While reading the four articles on the questionable status of the sports hero in our country today, think about what conditions have made this possible and how to best put the problem in perspective. Write a response to this question in your journal: Why have so many sports heroes fallen from grace? As fans, how do we best deal with the disappointment we feel?</p>
<p>Evidence from or reference to texts should be included in all writing</p>			
<p>Speaking and Listening Tasks: The Civil Rights Movement featured many heroic individuals. Research one of the heroes of the Civil Rights Movement. Be prepared to give a speech from that individual’s perspective.</p> <p>Read and recite an excerpt from the “I Have a Dream” speech by Dr. Martin Luther King Jr.</p>	<p>Speaking and Listening Tasks: Class Discussion - Compare and contrast characters from the various pieces of literature we have read. What similarities exist between fictional characters and real people? Can you generalize about the types of experience that cause an individual to change for the better?</p> <p>Take the opportunity to see a live performance of <u>A Christmas Carol</u>. Analyze, record, and discuss similarities and differences between the written version and the live version.</p>	<p>Speaking and Listening Tasks: Class Discussion - Compare and contrast characters and plots from novels we have read. Discuss how authors accurately portray history or in some instances alter it.</p>	<p>Speaking and Listening Tasks: Class Discussion – Compare and contrast the emotions exhibited by the characters that populate the world of the novels we have read. How do those emotions affect how the characters handle the conflicts they experience?</p> <p>Class Roundtable Discussion: Compare and contrast characters from <i>The Wednesday Wars</i>; “Eleven”; “Seventh Grade”; “Song of the Trees” and “Thank You, Ma’am”. What similarities exist between fictional characters and real people? Can you generalize about the types</p>

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			<p>of experiences that a human being encounters when growing up? What kinds of experiences seem to have the greatest impact on us?</p> <p><u>Dramatization/Fluency (Wednesday Wars):</u> Choose a poem or song lyrics from the list of Vietnam-related works. Memorize the poem or lyrics and present it to the class. Use images and/or music to enhance the presentation. How does the text you chose reflect the author's viewpoint on the events of the war?</p> <p><u>Speech/Presentation (Wednesday Wars):</u> How has Shakespeare's language become part of our everyday communication? Write and present a speech where you answer this question. Research the multitude of words and phrases derived from Shakespeare's plays. Choose several to discuss in your speech. Make sure to cite the play from which the word or phrase came and how it has become part of everyday use in our language.</p>
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<p>Academic Vocabulary: Diction, Syntax, Tone, Mood Figurative Language (Metaphor, Simile, Personification, Alliteration, Hyperbole, Onomatopoeia) Literal, Concrete, Idiom Analogy, Symbolism Rhythm/Rhyme/Meter/Rhyme Scheme, Lyric Poem Narrative Poem, Connotation Imagery, Genre, Sensory Detail Characterization, Explicit Setting, Plot, Plot Structure Rising Action, Climax, Falling Action Resolution, Biased/Unbiased Objective/Subjective Organizational Structure Infer, Evidence Irrelevant, Cite, Reasoning</p>	<p>Academic Vocabulary: Persuasive Language: bandwagon, propaganda, endorsement, pathos, logos, ethos, generalizations Claim, logic, reasoning, evidence, support, valid, debate, premise, rebuttal, deduction, syllogism induction Figurative Language (metaphor, simile, personification, alliteration, hyperbole, onomatopoeia) Connotation, concrete, nuance, domain-specific, literal, root, analogy, etymology, allusion, informative/expository, annotation, fact, analysis, journal, non-fiction, summary, primary source, irrelevant, strategy, explicit, secondary source, cite, rhetoric, implicit, journalism</p>	<p>Academic Vocabulary: Diction, Syntax, Tone, Mood Figurative Language (Metaphor, Simile, Personification, Alliteration, Hyperbole, Onomatopoeia) Literal, Concrete, Idiom Analogy, Symbolism Rhythm/Rhyme/Meter/Rhyme Scheme, Lyric Poem Narrative Poem, Connotation Imagery, Genre, Sensory Detail Characterization, Explicit Setting, Plot, Plot Structure Rising Action, Climax, Falling Action Resolution, Biased/Unbiased Objective/Subjective Organizational Structure Infer, Evidence Irrelevant, Cite, Reasoning</p>	<p>Academic Vocabulary: Persuasive Language: bandwagon, propaganda, endorsement, pathos, logos, ethos, generalizations Claim, logic, reasoning, evidence, support, valid, debate, premise, rebuttal, deduction, syllogism induction Figurative Language (metaphor, simile, personification, alliteration, hyperbole, onomatopoeia) Connotation, concrete, nuance, domain-specific, literal, root, analogy, etymology, allusion, informative/expository, annotation, fact, analysis, journal, non-fiction, summary, primary source, irrelevant, strategy, explicit, secondary source, cite, rhetoric, implicit, journalism</p>
<p>Short Text Literary: <i>The Smallest Dragonboy</i> <i>Song of the Trees (ROT, HMC)</i> <i>Rikki Tikki Tavi</i> <i>The Frog Who Wanted to Sing</i> (Elements of Literature p. 172) “Seventh Grade” by Gary Soto “Eleven” by Sandra Cisneros</p> <p>Poetry: <i>Trees</i> by Joyce Kilmer <i>I’m Nobody</i> by Emily Dickinson <i>Oranges</i> by Gary Soto <i>As I Grew Older</i> by Langston Hughes <i>Democracy</i> by Langston Hughes</p>	<p>Short Text Literary: <i>Three Skeleton Key</i> <i>Legend of Sleepy Hollow</i> A Flight by Charles Dickens (challenging) <i>The Nutcracker and the King of Mice</i></p> <p>Poetry: <i>Highwayman</i> <i>Annabel Lee</i> (common time period) <i>Jabberwocky</i> by Lewis Carroll</p> <p><u>A CHRISTMAS CAROL</u> Short Text Informational: “Charles Dickens and the rail of two cities” by Kurt Streeeter (accompanies</p>	<p>Short Text Literary: <i>Cinderella stories</i> (Elements of Lit.) <i>Do the Right Thing</i> (Elements of Lit.) <i>Madam and the Rent Man</i> <i>Bargain</i> <i>Fish Cheeks</i> <i>Brian’s Song</i> <i>After Twenty Years</i> by O’Henry <i>The Pitch That Didn’t Work</i> by Leivitin</p> <p>Poetry: <i>Gold</i> <i>Oranges</i> by Gary Soto <i>Black Hair</i> by Gary Soto</p>	<p>Short Text Literary: <u>WEDNESDAY WARS</u> <i>Related to Growing Up/Coming of Age</i> “Thank You, M’am” by Langston Hughes “Zebra” by Chaim Potok (Holt McDougal p. 190)</p> <p><i>Vietnam-Related Poetry</i> “Facing It” by Yusef Komunyakaa (text and video of author reading the poem) “Armed Forces Recruitment Day”; “First Encounter”; “Natural History”; “Home Finally Going Home”; “Poem</p>

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<p>Related Picture Books: <i>Teammates</i> by Peter Golonbach <i>Smoky Mountain Rose an Appalachian Cinderella</i> by Alan Schroeder <i>We are the Ship</i> by Kadir Nelson</p> <p>ROLL OF THUNDER, HEAR MY CRY</p> <p>Short Text Informational: “Encounter with Martin Luther King, Jr.” Autobiography by Maya Angelou (Holt McDougal Lit p. 266) “The Papers of Martin Luther King, Jr.” (Holt McDougal Lit p. 275)</p> <p>Mildred Taylor biography http://www.gradesaver.com/author/mildred-taylor/ “Letter from Birmingham Jail by Dr. Martin Luther King</p> <p>“The History of Apartheid in South Africa”</p> <p>Civil Rights Movement Timeline http://www.cnn.com/EVENTS/1997/mlk/links.html</p> <p>Videos: Civil Rights : The Long Road to Equality Video (Discovery Education) http://player.discoveryeducation.com/index.cfm?guidAssetId=4FF4D77A-0ED5-4BEB-9E34-62879D305ED4&blnFromSearch=1&productcode=US</p>	<p>the short story “A Flight” http://articles.latimes.com/2012/may/08/local/la-me-streeter-20120508</p> <p>“A Dickens of a Tale” http://thebard.hubpages.com/hub/A-Christmas-Carol</p> <p>“Charles Dickens’ A Christmas Carol highlights social injustice” http://communities.washingtontimes.com/neighborhood/loris-centiments/2011/dec/11/charles-dickens-christmas-carol-highlights-social-/</p> <p>“How Important is Money” (Holt McDougal Lit pp. 398-399)</p> <p>Online Article “Dickens and Too Many Scrooges” (Holt McDougal Lit p. 425)</p> <p>“Dorothea Dix: Student, Reformer and Crusader by Megan Kokontis</p> <p><i>Asylum, Prison, and Poorhouse: The Writings and Reform Work of Dorothea Dix in Illinois</i> by David L. Lightner</p> <p><i>British money (Christmas Carol)</i> <i>Victorian England (Christmas Carol)</i> <i>Poor houses/asylums/prisons (Christmas Carol)</i></p>	<p>Short Text Informational: <i>Mason Dixon Memory Dare to Dream! 25 Extraordinary Lives</i> by Sandra McLeod Humphrey “Exploring the Titanic” by Robert Ballard (Holt McDougal Lit p. 104) “An American Childhood” by Annie Dillard (Holt McDougal Lit p. 124)</p> <p>Related Picture Books: <i>Teammates</i> by Peter Golonbach <i>We are the Ship</i> by Kadir Nelson <i>The Empty Pot</i> by Demi <i>They Call Her Molly Pitcher</i> by Demi</p> <p>RED SCARF GIRL “China: The Cultural Revolution 1966-1976 – Britannica Online Encyclopedia “China’s New Cultural Revolution” – Wall Street Journal</p>	<p>for Our Dog Afraid of Thunder on a Rainy Day” – all by Leroy Quintana</p> <p>Sports-Related Poetry “Casey at the Bat” (Holt McDougal Lit p. 134) “Casey at the Bat” You Tube Clip</p> <p>Vietnam-Related Song Lyrics “Waist Deep in the Big Muddy”-Pete Seeger; “Masters of War” – Bob Dylan; “I Ain’t Marching Anymore” – Ochs and Gibson; “Ballad of the Green Berets” – Sgt. Barry Sadler; “For What It’s Worth” – Stephen Stills; “Okie from Muskogee” – Burris and Haggard; “Ragged Old Flag” – Johnny Cash; “To Susan on the West Coast Waiting” – Donovan; “Draft Dodge Rag” – Phil Ochs; “Light My Fire” - Doors</p> <p>Short Text Informational <i>Vietnam-Related</i> “Battlefield: Vietnam” – PBS “Learn About the Vietnam War” – Digital History “A Resurrected Picture of the Vietnam War, From the Other Side” by Seth Mydans “A Wall of Remembrance” (Holt McDougal p. 217)</p> <p><i>Related to Kids and Their Heroes</i> Brad Blakeman: Where Have All Our Sports Heroes Gone? “Sports Heroes: Not Always the Best</p>
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<p>Rosa Parks and The Civil Rights Movement Video (Discovery Education) http://player.discoveryeducation.com/index.cfm?guidAssetId=5D11FDE5-0C2D-4B19-95F3-7FB52EC286DD&blnFromSearch=1&productcode=US</p> <p>Martin Luther King Jr. and the Civil Rights Movement Video (Discovery Education) http://player.discoveryeducation.com/index.cfm?guidAssetId=E872AC18-5607-4B85-B87C-4EDD5FF89486&blnFromSearch=1&productcode=US</p> <p>“Jackie Robinson” Media Clip and related text (Holt McDougal DVD, thinkcentral and p. 852)</p>	<p>Media: <i>“Good King Wenceslas”</i>(song)</p> <p>Author Study – Poe</p> <p>Internet – “Fakebook” Activity - Poe</p>	<p>Role Models” “Helping Children Learn Positive Values From Sports Heroes” by Robert Peterson “Fallen Angels in the Guise of Jocks” by Tom Toolen</p> <p><i>Shakespeare-Related</i> “The Shakespeare Controversy – an overview” “Controversy Over Shakespeare Turns No Holds Bard” “In Search of Shakespeare: Discovery Through Performance” “A Word from the Bard” – a multitude of words credited to Shakespeare Shakespeare Phrases</p>
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Figurative Language/Literary Device Picture Book Resources (appropriate for use in all units)

- Alliteration – *Chicken Little* by Steven Kellogg
- Flashback – *The House on Maple Street* by Bonnie Pryor
- Metaphor – *The Stranger* by Chris Van Allsburg
- Foreshadowing – *Encounter* by Jane Yolen
- Irony – *The Frog Prince, Continued* Jon Scieszka
- Personification – *Sylvester and the Magic Pebble* by William Steig
- Satire – *The Happy Hocky Family* by Lane Smith
- Symbolism – *The Beach* by Faith Ringgold

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7L3 Use <u>knowledge of Language and its conventions</u> when <u>writing, speaking, reading, or listening</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Use • Write • Speak • Read • Listen 	<ul style="list-style-type: none"> • Language • Conventions • Writing • Speaking • Reading • Listening 	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Knowledge of the English language and its conventions is crucial to being an effective reader, writer and speaker.		How can you effectively communicate when writing, speaking, reading, or listening? How can a writer or speaker avoid being repetitive?

ELACC7L3

Further Explanation

Skills/Concepts for Students:

- Review and maintain foundational knowledge of grammatical concepts, such as parts of speech and parts of a sentence
- Apply knowledge of literal and figurative language and the denotations and connotations of words when choosing diction in speaking and writing
- Be alert for the overuse of words such as any, all, always, never, very, etc. (most style manuals and writers websites provide lists of over-used words to which you may refer)
- Remember that less is more in your writing; use adequate descriptions and explanations, but avoid flowery language and wordy explanations; be concise

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Provide examples of text with strong fluency (sentence variety)
- Provide explicit instruction with examples of essays that err on the side of too much language as well as those that err on the side of too little (students at this level tend to think that more is always better)
- Humor is a great tool for illustrating the concept of misplaced modifiers (“Two Sisters Reunited After 18 Years in Checkout Counter”)
- Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 7

Sample Task for Integration:

Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with an eye to word choice. Students may evaluate their language choices in a number of different ways. One way is to perform a word count - allow students to compare their essays to those of their peers for average length. Have students run their text through a lexile calculator (<http://www.lexile.com/analyzer/>) to determine the average sophistication level of their vocabulary choices. Most word processing programs will identify and count words that appear multiple times, allowing students to identify instances where they do things such as begin too many sentences with “I.” Provide a worksheet on which students can perform a qualitative and quantitative analysis of their writing. Students will compile a list of targeted areas for improvement that will be attached to the writing portfolio for reference.

Recommended Vocabulary for Teaching and Learning:

Language	Conventions	Diction	Grammar	Mechanics
Redundancy	Wordiness	Concise	Precise	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7L3-a Choose <u>Language</u> that expresses <u>ideas</u> precisely and concisely, recognizing and eliminating <u>wordiness</u> and <u>redundancy</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Choose • Recognize • Eliminate • Express 	<ul style="list-style-type: none"> • Language • Ideas • Wordiness • Redundancy 	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Certain words help express ideas precisely and concisely without being repetitive.		<p>Why are certain words or phrases better to use than others?</p> <p>How can you get rid of repetitive words?</p>

ELACC7L3-a
Further Explanation

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Strategies for Teachers:

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- Provide examples of text with strong fluency (sentence variety)
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- Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 7

Sample Task for Integration:

Have students choose one or more essays from their portfolio (essays must be available in an electronic format) for review with an eye to word choice. Students may evaluate their language choices in a number of different ways. One way is to perform a word count - allow students to compare their essays to those of their peers for average length. Have students run their text through a lexile calculator (<http://www.lexile.com/analyzer/>) to determine the average sophistication level of their vocabulary choices. Most word processing programs will identify and count words that appear multiple times, allowing students to identify instances where they do things such as begin too many sentences with “I.” Provide a worksheet on which students can perform a qualitative and quantitative analysis of their writing. Students will compile a list of targeted areas for improvement that will be attached to the writing portfolio for reference.

Recommended Vocabulary for Teaching and Learning:

Language	Conventions	Diction	Grammar	Mechanics
Redundancy	Wordiness	Concise	Precise	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC7L6 Acquire and use accurately, grade-level appropriate general academic and domain-specific words and phrases; gather <u>vocabulary knowledge</u> when considering a <u>word</u> or <u>phrase</u> important to comprehension or expression.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Acquire • Use • Gather • Consider • Comprehend • Express 	<ul style="list-style-type: none"> • Academic Vocabulary • Domain-specific Vocabulary • Vocabulary Knowledge 	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
It is important to acquire and use grade-level appropriate academic and domain-specific vocabulary when communicating.		<p>How can one determine what vocabulary words and phrases are appropriate to use when communicating?</p> <p>How does diction affect writing and speaking?</p> <p>How does one determine when and how to differentiate diction and its effect on text?</p>

ELACC7L6

Further Explanation

Skills/Concepts for Students:

- Be independent and proactive in the acquisition of new vocabulary
- Acquire or review foundational knowledge of roots, pre-fixes, suffixes, and other structural tools for decoding new vocabulary
- Understand and apply knowledge of the concepts of literal and figurative meaning
- Differentiate between situations that require formal diction and those that do not
- Examine author’s purpose in word choice and be aware of your own purpose when choosing language
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Build vocabulary using a variety of strategies (resource materials, context, roots); you may require students to keep flash cards or databases of acquired vocabulary, especially technical and academic vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:

See sample tasks provided for ELACC9-10L1 through ELACC9-10L5 for suggestions on implementation strategies to acquire new vocabulary, determine meaning, and make effective language choices

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author’s purpose	Domain-specific
Comprehension	Expression			

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7RI1 Cite several pieces of textual <u>evidence</u> to support <u>analysis</u> of what the text says explicitly as well as <u>inferences</u> drawn from the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Interpret 	<ul style="list-style-type: none"> • Analysis • Inferences • Evidence • Citation 	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<p>A strong reader analyzes and draws inferences from an informational text.</p> <p>An effective reader is able to support his or her reasoning.</p>	<p>Why is it important to analyze and draw inferences from informational text in your own words through the practice of taking notes from the text?</p> <p>Why is it important to gather textual evidence to support an analysis?</p> <p>Why is it important to be able to support your reasoning with important facts and details versus irrelevant details?</p>	

ELACC7RI1
Further Explanation

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, historical periods, authors, perspectives, and subjects
- Exhibit knowledge of what “analysis” means as compared to summary, paraphrase, or argument from opinion (analysis the positing of a thesis about a text based solely on an unbiased evaluation of the rhetorical elements, e.g., appeals to logic, emotion, or authority, parallelism, logical fallacies, diction)
- Produce evidence from the text for all claims and inferences, both in formal academic work and collaborative discussion
- Annotate texts as you read, both formally for analytical reference, and informally to cement comprehension
- Distinguish between evidence that strongly supports a claim or position, and details that may be irrelevant or extraneous

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Require textual evidence for all claims and inferences, whether in formal analysis or casual discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip
- Require annotation of texts both formally and informally, and institute a note-taking system such as Cornell notes (review and evaluate notes periodically)
- In Grade 8, require students not only to identify evidence to support a claim, but to identify which evidence is the strongest among a variety of choices
- Purposefully provide informational texts that challenge readers in various ways (technically, with domain-specific language, with unusual structure, etc.)
- Include the work of Georgia authors as appropriate

Sample Task for Integration:

Place students in pairs and provide them with samples of text whose language may be difficult to interpret (for example legal contracts, historical documents, and scientific procedures). Use 2 or 3 texts for the whole class so that several pairs have identical texts. Allow students to attempt to make meaning of the text through repeated attentive readings, both quietly and aloud, through dictionaries or other resource documents, through group discussion, and through context (do not allow students to use the internet for this activity). Together students will produce a second document that is a reader-friendly paraphrase of the original. Place pairs together with other students who had the same original document so that they can compare their paraphrased interpretations and discuss areas of convergence/divergence in their translations. Allow the final “teams” to produce one document per group that represents their very best modified whole-group interpretation of the original document. These may be compared between classes.

Recommended Vocabulary for Teaching and Learning:

Informative/Expository	Fact	Non-Fiction	Strategy
Annotation	Analysis	Summary	Explicit
Annotation	Journal	Primary Source	Secondary Source
Irrelevant	Cite	Citation	Reasoning

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7RI4 Determine the <u>meaning</u> of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific <u>word choice</u> on <u>meaning</u> and <u>tone</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze 	<ul style="list-style-type: none"> • Figurative meaning • Connotative meaning • Technical meaning • Tone • Context clues • Genre (nonfiction) 	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<p>The language of informational text impacts meaning and tone.</p> <p>Word choice affects meaning and tone in an informational text.</p>	<p>How does an author's word choice affect meaning in informational text?</p> <p>How does an author's word choice affect the tone of an informational text?</p> <p>Why is it important to know domain-specific terms when reading informational text?</p>	

ELACC7RI4
Further Explanation

Skills/Concepts for Students:

- Analyze and evaluate the effect of sound, form, non-literal language such as idioms and figures of speech to aid in comprehension of complex informational text
- Analyze and evaluate how an author’s use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain-specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:

Have students watch a series of television advertisements and/or examine a variety of print advertisements. For each, students should identify the product or concept being sold, then list words and phrases used to describe the product or concept; for example, Flo in the Progressive Insurance ad describes the insurance as being “quick,” “for every need,” and “lowest price.” The young lady in the ProActiv commercial describes the acne cream as “amazing,” “miraculous.” Have students evaluate whether each description was meant literally or figuratively, find the dictionary definition, and then make a list of connotations or figurative meanings. Finally allow students in groups to discuss what the commercial was attempting to say explicitly as well as what it was attempting to infer or imply. Have students write a brief analysis about the ways in which advertisements attempt to sway or influence buyers both overtly and covertly. An extension of this activity could include a study of logical fallacies such as bandwagon, glamour, false dilemma, appeal to authority, etc.

Recommended Vocabulary for Teaching and Learning:

Domain-Specific	Figurative	Connotation/Connotative	Denotation	Concrete
Literal	Idiom	Nuance	Analogy	Allusion
Diction	Tone	Root	Etymology	Simile
Metaphor	Personification	Hyperbole	Fallacy	Logic

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7RI8 Trace and evaluate the <u>argument</u> and specific <u>claims</u> in a text, assessing whether the reasoning is sound and the <u>evidence</u> is relevant and sufficient to support the claims.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Trace • Evaluate • Assess • Support 	<ul style="list-style-type: none"> • Argument • Claim • Evidence 	4 Synthesis Evaluate
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Relevant evidence and claims will better support an argument.		How do you ensure informational text evidence is relevant? How do you ensure informational text support is sufficient to support a claim? How does the organizational structure of a text affect the argument presented?

ELACC7RI8
Further Explanation

Skills/Concepts for Students:

- Use information from a variety of consumer, workplace, and public documents (e.g., job applications, contracts, instructions) to explain a situation or decision or to solve a problem
- Apply knowledge of common organizational structures for arguments (cause and effect for example)
- Acquire or review knowledge of the types of logical fallacies commonly used in argument (see vocabulary below)
- Acquire or review knowledge of syllogisms, inductive reasoning and deductive reasoning
- Make it a practice to provide valid and logical evidence and support for all claims, formal or informal, and require the same from discourse with others

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Require students to explore and understand the basic and most-frequently-used types of fallacy, identifying them in debates, ads, and other texts and practicing constructing them as well
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Task for Integration:

As a way to evaluate arguments formally as well as to practice constructing valid arguments, have students organize, research, and conduct a formal academic debate abiding by all the rules of debate as outlined by the Oxford or Cambridge official formats for debate (for a more beginner-friendly site such as <http://nd.edu/~sheridan/DebateElements.pdf>). This will be a multi-step, academically rigorous process subject to very strict parameters regarding evidence, citations, and rules of engagement. Students may watch a film such as The Great Debaters or view video of a national high school or college championship to build background knowledge. Additionally, students may video their own debate performance and critique it.

Recommended Vocabulary for Teaching and Learning:

Claim	Reasoning	Evidence	Support	Valid
Logic	Logical Fallacy	Pathos	Logos	Ethos
Bandwagon	Hasty Generalization	Induction	Deduction	Syllogism
Debate	Premise	Rebuttal		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7RL1 Cite several pieces of textual <u>evidence</u> to support analysis of what the text says explicitly as well as <u>inferences</u> drawn from the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Interpret • Support • Draw 	<ul style="list-style-type: none"> • Analysis • Inferences • Evidence • Citation 	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>A strong reader analyzes and draws inferences from a literary text.</p> <p>An effective reader is able to support his or her reasoning.</p>		<p>Why is it important to analyze and draw inferences from literary texts?</p> <p>When analyzing text, why is it important to respond in your own words through the practice of taking notes from the text as you read?</p> <p>Why is it important to be able to support your reasoning with important facts and details versus irrelevant details?</p>

ELACC7RL1
Further Explanation

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Distinguish important facts and details from extraneous information
- Distinguish facts that support your specific claim from facts that are irrelevant
- Make a practice of taking notes from texts (both formally and informally) as you read in order to gather text evidence for claims
- Practice reading texts within the prescribed time limit for your grade-level expectations, for example completing a 300 page book within the number of days delineated by your assignment

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide frequent opportunities to examine individual literary and rhetorical elements within texts
- Require students to take effective notes, both within the classroom and when reading on their own, and allow them to use these notes in assessments on occasion in order to support their engagement in the process
- Model out her feelings for him?"
- Assign reading at a level of rigor (including complexity and length) so that students continue to develop text endurance
- Lead students in examining what constitutes strong evidence as opposed to weak evidence for a text-based claim (for example if the student claims that the author frequently uses alliteration to mimic the sound of the whispering wind, but can only produce only one weak example of such a sound in the text)
- Provide students with opportunities to find evidence for claims that are explicit, inferred, content-related, and literary concept-related (for example, find evidence that Robert is not an honest person [inferred/content-related], find evidence that Ann is class president [explicit/content-related], find evidence that the author is intentionally creating a suspenseful mood [inferred/literary concept-related], find evidence of the author’s use of sensory detail [explicit/literary concept-related])
- Examine genre characteristics

Sample Task for Integration:

Because standard RL1 is concerned with identifying multiple pieces of evidence to support a claim or inference about the text, tasks supporting this standard should require students to understand the relationship between a claim and effective support for that claim, and to then identify several pieces of evidence. Using a literary text under consideration by the class, provide students with a claim to be supported, (for example, “Cite 3 pieces of evidence from the text that prove that Anne is not romantically interested in Robert”). Using the definitions in Bullet 7 above under “Strategies for Teachers,” provide students with several types of evidence to find. Allow students to try this activity alone, in pairs, and in groups. Students should create well-organized notes detailing their findings.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Tone	Mood	Figurative Language
Imagery	Genre	Sensory Detail	Characterization	Explicit
Characterization	Setting	Plot	Inferred	Evidence
Irrelevant	Cite	Citation	Reasoning	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC7RL4 Determine the <u>meaning</u> of words and phrases as they are used in a <u>text</u>, including figurative and connotative meanings; analyze the impact of <u>rhymes</u> and other <u>repetitions</u> of sounds (e.g., alliteration) on a specific verse or stanza of a <u>poem</u> or section of a <u>story</u> or <u>drama</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze 	<ul style="list-style-type: none"> • Figurative meaning • Connotative meaning • Rhyme schemes • Verse/stanza • Genre (fiction) • Context clues 	<p>3 Analysis</p>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Literary language and devices impact meaning.</p>		<p>How does an author's word choice affect meaning in a literary text?</p> <p>How do the major types of figurative language and sound devices impact meaning of text?</p> <p>How does a poem's structure affect meaning?</p>

ELACC7RL4
Further Explanation

Skills/Concepts for Students:

- Evaluate and analyze the effect of sound in poetry and in narrative, especially with regard to how sound itself can contribute to meaning, tone, or mood (for example the assonance in “the silken sad uncertain rustling of each purple curtain” from Poe, evoking the sound of the curtains and the gloomy mood as well)
- Identify and understand the major types of figurative language (for grade 7: metaphor, simile, hyperbole, personification, and idioms)
- Identify and understand the major sound devices (for grade 7: alliteration, assonance, consonance, onomatopoeia)
- Review and understand the basics of poetic structure and language appropriate to grade 8 (lyric and narrative forms, including ballad, sonnet, ode, free-verse, etc.)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Use poetry in addition to extended and shorter texts to provide instruction on nuanced language, figurative or connotative language, and sound devices
- In instruction, differentiate between figurative language such as simile and metaphor, and sound devices such as alliteration or onomatopoeia (figurative language is not literal, while sound devices such as onomatopoeia can be literal; the bee actually does buzz but the tree doesn’t actually wave hello)
- Take advantage of teachable moments to include concepts such as rhythm, rhyme, rhyme scheme, and meter

Sample Task for Integration:

As an introduction to the study of figurative language in poetry, choose a painting that is thematically connected to a poem you intend to study (visit <http://artsmarts4kids.blogspot.com/2010/02/pairing-paintings-with-poems.html> for some great pairings, for example Deborah Chandra’s poem “Bubbles” matched Jean-Baptiste-Simeon Chardin’s Boy Blowing Bubbles). Have students write a concrete description of what they see in the painting, then attempt a second description of the painting using figurative and connotative language, imagery, and sensory details. Students can compare their own rich descriptions of the painting with a classic poem describing the same subject matter. Students should share and discuss their findings and analyze the poem under consideration for literary elements such as rhyme scheme, meter, audience, purpose, diction, etc.

Recommended Vocabulary for Teaching and Learning:

Diction	Metaphor	Simile	Personification	Alliteration
Meter	Idiom	Hyperbole	Onomatopoeia	Symbolism
Imagery	Analogy	Literal	Figurative	Concrete
Rhythm	Rhyme	Rhyme scheme	Lyric Poem*	Narrative Poem*
				Connotation

*Lyric poetry expresses feelings and emotions. Forms include the sonnet and the ode.

*Narrative poetry tells a story. Forms include the ballad and the epic.

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7SL1 Engage effectively in a range of collaborative <u>discussions</u> (one-on-one, in groups, and teacher-led) with diverse <u>partners</u> on grade 7 <u>topics, texts, and issues</u> , building on others' <u>ideas</u> and expressing their own clearly.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Engage Build on Express Collaborate Discuss 	<ul style="list-style-type: none"> Discussions Ideas Topics Texts Issues Collaborative Discussions 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
It is important to engage effectively in collaborative discussions.		<p>How does one engage in a collaborative discussion?</p> <p>What characteristics define effective communication?</p>

ELACC7SL1
Further Explanation

Skills/Concepts for Students:

- Actively engage in collaborative discussions within your classroom, bringing a mature disposition and appropriate academic demeanor to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others, and bring the same level of rigor to your own discourse (support your claims, avoid logical fallacies)
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Task for Integration:

In order to build the students’ ability to collaborate, brainstorm, and effectively plan, have students produce an Ezine related to topics or texts under consideration by the class throughout the year. Many platforms are available online to facilitate the technical side of Ezine creation, for example Zebra Moon at: <http://www.zmoon.com/articles/newsletter12.shtml>. (Following the directions to establish the site would make a great informational reading exercise). One idea for an Ezine would be a magazine of literary criticism, affording the class an opportunity to address reading standards RL9 and RI9, but the magazine could be on any relevant, text-connected topic. The students will need to work together to set goals, divide responsibilities, produce and edit content, and publish.

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC7SL1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Come prepared • Read • Research • Explicitly draw • Refer • Probe • Reflect 	<ul style="list-style-type: none"> • Discussions • Material • Evidence • Topic • Text • Issue • ideas 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Research-based, careful answers lend to meaningful discussions.</p> <p>Read and research topical materials and reflect on ideas researched.</p>		<p>Why is it important to carefully prepare for discussions?</p> <p>How do you prepare to support your claims in a discussion?</p>

ELACC7SL1a
Further Explanation

Skills/Concepts for Students:

- Actively engage in collaborative discussions within your classroom, bringing a mature disposition and appropriate academic demeanor to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others, and bring the same level of rigor to your own discourse (support your claims, avoid logical fallacies)
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Task for Integration:

In order to build the students’ ability to collaborate, brainstorm, and effectively plan, have students produce an Ezine related to topics or texts under consideration by the class throughout the year. Many platforms are available online to facilitate the technical side of Ezine creation, for example Zebra Moon at: <http://www.zmoon.com/articles/newsletter12.shtml>. (Following the directions to establish the site would make a great informational reading exercise). One idea for an Ezine would be a magazine of literary criticism, affording the class an opportunity to address reading standards RL9 and RI9, but the magazine could be on any relevant, text-connected topic. The students will need to work together to set goals, divide responsibilities, produce and edit content, and publish.

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7SL1b Follow <u>rules for collegial discussions</u> , track <u>progress toward specific goals and deadlines</u> , and define <u>individual roles</u> as needed.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Follow • Track • Define 	<ul style="list-style-type: none"> • Rules • Collegial Discussions • Progress • Goals • Deadlines • Roles 	2
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Collegial discussions have rules.</p> <p>Setting goals and tracking deadlines are necessary for successful collegial discussions.</p> <p>Roles must be defined when participating in collegial discussions.</p>		<p>How do you meet specific goals (even when working in a group)?</p> <p>How do you decide who does what in a group discussion?</p> <p>Why do we need rules in collegial discussions?</p>

ELACC7SL1b
Further Explanation

Skills/Concepts for Students:

- Actively engage in collaborative discussions within your classroom, bringing a mature disposition and appropriate academic demeanor to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others, and bring the same level of rigor to your own discourse (support your claims, avoid logical fallacies)
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

Sample Task for Integration:

In order to build the students’ ability to collaborate, brainstorm, and effectively plan, have students produce an Ezine related to topics or texts under consideration by the class throughout the year. Many platforms are available online to facilitate the technical side of Ezine creation, for example Zebra Moon at: <http://www.zmoon.com/articles/newsletter12.shtml>. (Following the directions to establish the site would make a great informational reading exercise). One idea for an Ezine would be a magazine of literary criticism, affording the class an opportunity to address reading standards RL9 and RI9, but the magazine could be on any relevant, text-connected topic. The students will need to work together to set goals, divide responsibilities, produce and edit content, and publish.

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7 th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7SL1c Pose questions that elicit elaboration and respond to others' <u>questions</u> and <u>comments</u> with relevant <u>observations</u> and <u>ideas</u> that bring the discussion back on <u>topic</u> as needed.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Pose • Elicit • Respond • Bring 	<ul style="list-style-type: none"> • Questions • Elaboration • Comments • Observations • Ideas • Discussion • Topic 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
When discussing, it is important to ask appropriate questions and make relevant observations.		<p>What keeps a discussion on target?</p> <p>When discussing, how do you ask appropriate questions and make relevant observations?</p>

ELACC7SL1c
Further Explanation

Skills/Concepts for Students:

- Actively engage in collaborative discussions within your classroom, bringing a mature disposition and appropriate academic demeanor to both listening to others and sharing your own comments
- Shake hands, make appropriate eye contact, speak loudly enough to be heard, and observe other common courtesies in your discourse with others
- Take notes if necessary to scaffold attentive listening and to jot down comments you may want to link, synthesize, or build upon
- Apply knowledge of bias and unsupported arguments or claims when evaluating information from others, and bring the same level of rigor to your own discourse (support your claims, avoid logical fallacies)
- Be proactive in taking a leadership role when necessary, setting goals and helping to discern roles for team members

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Incorporate frequent opportunities for collaborative discussion and team work within classroom and extended assignments
- Invite non-peers to participate in discussions with the class, both formally and informally, so that students become comfortable participating in discussions with adults, children, peers, and experts
- Occasionally require formal preparation for a collaborative discussion, ensuring that students meet element a of the standard
- Allow students to brainstorm about what they believe the rules for collegial discussion should be and set up a “rituals and routines” for brainstorming and discussion
- Specific focus on tolerance and respectful consideration of alternative points of view may be beneficial

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In order to build the students’ ability to collaborate, brainstorm, and effectively plan, have students produce an Ezine related to topics or texts under consideration by the class throughout the year. Many platforms are available online to facilitate the technical side of Ezine creation, for example Zebra Moon at: <http://www.zmoon.com/articles/newsletter12.shtml>. (Following the directions to establish the site would make a great informational reading exercise). One idea for an Ezine would be a magazine of literary criticism, affording the class an opportunity to address reading standards RL9 and RI9, but the magazine could be on any relevant, text-connected topic. The students will need to work together to set goals, divide responsibilities, produce and edit content, and publish.

Recommended Vocabulary for Teaching and Learning:

Brainstorm	Discussion	Presentation	Collegial	Relevant
Observation	Evidence	Explicit	Implicit	Collaborate
Diverse	Express	Articulate	Tolerance	Alternative

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7SL3 Delineate a speaker's <u>argument</u> and specific <u>claims</u> , evaluating the soundness of the <u>reasoning</u> and the <u>relevance</u> and sufficiency of the <u>evidence</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Delineate • Evaluate 	<ul style="list-style-type: none"> • Argument • Claims • Reasoning • Relevance • Evidence 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>An argument or claim may be legitimate, but it may also be misguided or incorrect.</p> <p>One must determine an argument as legitimate based on evidence.</p>		<p>How can you decide whether or not a person's argument or claim is believable and sensible?</p> <p>How do visual effects help one create a believable argument?</p>

ELACC7SL3
Further Explanation

Skills/Concepts for Students:

- Apply knowledge about logic and evidence when evaluating a speaker’s claims
- Address speaker bias and counter-claims when evaluating a speaker’s argument
- Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Consider the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Strategies for Teachers:

- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse

Sample Task for Integration:

In small groups, have students create a presentation or speech on an agreed-upon topic related to a text under consideration by the class. Confidentially, each group will be assigned a specific quality or element to include in their presentation it will be up to other students to recognize and identify. For example, group one may put a completely unsupported claim in their presentation, while another may use an egregious bandwagon appeal, or another use an extreme example of pathos or ethos. Students may gear their presentation toward the wrong audience (for example their presentation could be geared towards small children with cartoon pictures and overly simplistic language). The students will be provided with a rubric that requires them to find the specific elements to assist them in identifying how each presentation fails to meet the standard. The rubric will have a commentary section where students will share their reflections, citing specific items from presentations that were instructive for them.

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author’s purpose	Audience

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7th	
Unit of Study	Speaking & Listening	
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC7SL4 Present <u>claims</u> and <u>findings</u>, emphasizing salient <u>points</u> in a focused, coherent manner with pertinent <u>descriptions</u>, <u>facts</u>, <u>details</u>, and <u>examples</u>; use appropriate <u>eye contact</u>, adequate <u>volume</u>, and clear <u>pronunciation</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Present • Emphasize • Use 	<ul style="list-style-type: none"> • Claims • Findings • Descriptions • Facts • Details • Pronunciation • Eye Contact • Volume 	3
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>One should produce well-researched arguments and claims in an organized fashion using effective presentation skills.</p>		<p>How do you present your arguments in a believable and effective manner?</p>

ELACC7SL4
Further Explanation

Skills/Concepts for Students:

- Work consistently towards becoming comfortable presenting to your peers and to adults; public speaking is at least a little intimidating for almost everyone, and taking advantage of multiple opportunities to practice public presentation is the best way to become better at it
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and inflection
- Employ academic knowledge of valid argument construction, evidence, and logic gained from reading and writing arguments in oral delivery of argument
- Adapt speech as necessary for formal and informal presentations

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting at an academic conference, a rally or school event, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others
- Vary presentation requirements to include a variety of circumstances (small group, large group, with podium and mic and without, in the classroom, in an auditorium, at a round table discussion, with technology, without technology, etc.)

Sample Task for Integration:

Study the rules of Team Policy Debate (a formal debate structure used by most high schools and colleges: <http://stoaca.org/main/sites/default/files/StoaTPRules.pdf>.) This format provides structure for the number of minutes each speaker will have the floor, the number of assertions and rebuttals, etc. Separate the class into two teams and allow them to research a major scientific question of our day, considering and annotating multiple appropriate texts. Allow students an allotted amount of time to prepare for the debate. Student arguments must be supported by citable evidence. A group of students, teachers, administrators, or guests may be invited to act as judges for the event if desired. College debate teams are often eager to act as guest lecturers, mentors, and judges.

Recommended Vocabulary for Teaching and Learning:

Pacing	Fluency	Diction	Eye Contact	Presence
Poise	Confidence	Coherence	Validity	Inflection
Evidence	Logic			

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7W1 Write arguments to support claims with clear reasons and relevant evidence.		
Skills (what students should be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Use • Develop • Support 	<ul style="list-style-type: none"> • Argument • Evidence • Logical Reasoning • Claim 	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
A strong argument is supported with reasons and evidence.		<p>Why does an argument need support?</p> <p>What makes a strong argument?</p> <p>What is the best way to organize an argument?</p>

**ELACC7W1
Further Explanation**

Skills/Concepts for Students:

- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence
- Exclude extraneous, irrelevant, or overly trivial information
- Employ knowledge of rhetorical strategies and structural strategies such as purposeful repetition
- Use sophisticated strategies for closure (such as a call to action) and avoid reiterating the points of your argument
- Use engaging strategies for introduction such as a powerful anecdotal story and avoid listing the points you will make in your argument
- Artfully employ the exploration of counterclaims and knowledge of audience bias in your arguments

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Include topics from current national and international issues of debate as well as historical issues for consideration to build general background knowledge
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of arguments in video and digital formats
- Provide students with topics and texts from which to construct arguments that are relevant and provocative
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

Writing impassioned arguments on issues of emotional weight is usually easier for students than constructing valid arguments on academic points. Allow students to strengthen their argument writing skills by providing prompts from the former category when possible. Students in grade 7 may be invested in topics such as the effect of media and gaming on young people, rights and responsibilities in the academic environment, animal rights, or the political correctness of fast food, to name just a few. Students have often been given opportunities to write extemporaneous arguments on these sorts of topics, but in this instance every point in the argument must be tied to a cited piece of textual evidence. Use this opportunity to explore and explain the differences between writing extemporaneous argument and preparing a researched argument with purposefully constructed rhetorical strategies. An extension to this activity could include assigning teams of students to write arguments on the same topic with opposing points of view and then present the papers, having the class determine which argument was strongest.

Recommended Vocabulary for Teaching and Learning:

Argument	Claim	Evidence	Credible	Valid
Fallacy	Counterclaim	Phrase	Clause	Transition
Formal Style (APA, MLA)	Introduction	Body	Conclusion	Rhetoric

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7W2 Write <u>informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.</u>		
Skills (what students should be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Write • Develop • Use • Convey • Select • Organize • Analyze 	<ul style="list-style-type: none"> • Informative/Explanatory Texts • Concept • Organizational Structures • Quotations • Transitions • Analysis 	3 Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)	Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)	
<p>An effective writer conveys information through careful selection, organization and analysis of content.</p> <p>An effective writer cites appropriately to avoid plagiarism.</p> <p>Well-placed graphics enhance writing.</p>	<p>How does a writer most effectively write to inform?</p> <p>How does a writer cite appropriately to avoid plagiarism?</p> <p>How does a writer use technology or other resources to enhance his or her writing with graphic features?</p>	

**ELACC7W2
Further Explanation**

Skills/Concepts for Students:

- Acquire knowledge of appropriate organizational structures for informative writing that include a focus for audience and purpose
- Use appropriate transitions for optimal clarity and coherence, especially transitional sentences beginning with subordinate clauses
- Exclude extraneous, irrelevant, or overly trivial information
- Cite appropriately and avoid plagiarism
- Effectively employ your knowledge of technology to enhance your assembly of information, charts, graphs, maps, or other aids
- Learn interesting strategies for closure (such as a call to action) and avoid restating what you have just said in your essay
- Learn interesting strategies for introduction such as a story illustrating your point and avoid listing the facts you will cover in your essay
- Exclude personal opinions and biases from your informative/explanatory writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Expose students to a variety of informational writing, including quality journalism, contracts, and instructions
- Require all steps of the writing process when appropriate
- Require integration of graphic representations, quotations, definitions, and details to make informative writing as engaging and comprehensible as possible
- Share great student examples and real world examples
- Practice co-writing with students

Sample Task for Integration:

To allow students to practice producing informational writing that is completely free of their personal opinions (a skill that receives increasing focus in CCGPS throughout the grades), have students practice informative and explanatory writing on a polarized subject (such as the best presidential candidate, unemployment benefits, etc. It is natural to assume that 7th graders may not know much about these topics, but in fact most children absorb much more than we think of the ambient opinions in their environments). Reporting the elements of an emotionally-charged topic without engaging in the emotionalism can put into sharp focus the skill of unbiased reportage of facts. Students can engage in a peer review process that focuses on the search for bias within the papers, which can itself provide many teachable moments regarding the identification of subtle biases in writing.

Recommended Vocabulary for Teaching and Learning:

Informative	Expository	Explanatory	Topic	Relevant
Connotation	Graphics	Multimedia	Extraneous	Transition
Relationship	Domain-specific	Formal Style (APA, MLA)	Denotation	Extraneous
Format	Concrete	Literal	Citation	Annotation

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC7W4 Produce clear and coherent <u>writing</u> in which the <u>development, organization, and style</u> are appropriate to <u>tasks, purpose, and audience</u>.</p>		
Skills (what students should be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Produce • Write • Develop • Organize 	<ul style="list-style-type: none"> • Tasks • Purpose • Audience • Development • Organization • Style 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>An accomplished writer produces clear writing which matches the task, purpose and audience.</p>		<p>How can you effectively convey your ideas in writing?</p> <p>How does one develop and organize clear writing?</p> <p>How does the organizational structure of a piece of writing impact its meaning?</p>

**ELACC7W4
Further Explanation**

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout
- Use a formal academic style as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial, or informal
- Exhibit knowledge of literary and rhetorical elements as appropriate in your writing

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Expose students to exemplary models of writing, and co-write with them in real time when possible
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Task for Integration:

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Recommended Vocabulary for Teaching and Learning:

Org. Structure	Transition	Context	Audience	Purpose
Prewriting	Drafting	Editing	Publishing	Focus
Academic Style (MLA, APA)	Domain-Specific	Co-writing	Genre	Format

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7W6 Use <u>technology</u> , including the <u>Internet</u> , to <u>produce and publish</u> writing and <u>link to</u> and <u>cite sources</u> as well as to <u>interact and collaborate</u> with <u>others</u> , including linking to and citing <u>sources</u> .		
Skills (what students should be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Use • Produce • Publish • Link to • Cite • Interact • Collaborate 	<ul style="list-style-type: none"> • Technology • Internet • Writing • Sources 	4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Technology is a key component in researching and creating a piece of writing to share with other individuals.</p> <p>Citing sources helps a writer avoid plagiarism.</p>		<p>How is technology essential to research?</p> <p>How can technology help someone share his or her writing?</p> <p>Why are there different structures for citing sources?</p> <p>How does a writer choose the appropriate structure for citing a source?</p>

**ELACC7W6
Further Explanation**

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Suggest new technologies for the classroom and encourage peers and instructors to explore new technologies
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Cite appropriately and avoid plagiarism
- Publish your work both to your classmates and digitally to the general public on a variety of platforms
- Peruse the sites for other classes and students across the country to see the writing of others

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Incorporate digital media into the classroom at every opportunity including maintaining a class website if possible
- Partner with the media specialists in your school whenever possible
- Be proactive in learning about new technologies, and encouraging purchasing and training in new technologies whenever possible
- Learn from your students, the digital natives, about emerging technologies
- Share student work beyond the borders of the classroom whenever possible and appropriate

Sample Task for Integration:

Arrange an “academic conference” to be held by the class on a topic/text on which students have previously written (perhaps you have studied the political process, global warming, the mapping of the human genome, etc.). Create a schedule for your conference, including your plenary speaker, a time for refreshments, breakout discussion groups, etc. Within this academic conference (which will be valuable for modeling to students what such a thing looks and feels like) students - either individually or in teams - will present on a topic working from a previously written paper. The paper should be delivered with an audience handout in a format such as Prezi, PowerPoint, I-Movie, etc. Consider inviting interested parties from your school to participate in the conference (invite speakers from the science department for example). Students will be challenged to find the best way(s) in which to translate their texts into audience-friendly formats using technology.

Recommended Vocabulary for Teaching and Learning:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Promethean/Smart board	Programming language	Publish	Blog

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7RI2 Determine two or more <u>central ideas</u> in a <u>text</u> and analyze their <u>development</u> over the course of the text; provide an <u>objective summary</u> of the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze • Provide 	<ul style="list-style-type: none"> • Central Idea • Text • Development • Objective Summary 	2, 3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>A central idea is integral to a text.</p> <p>The central idea has a relationship with its supporting details.</p> <p>Writing an objective summary of a text will help a reader retain information and understand the main ideas.</p>		<p>How does a central idea develop over the course of a text?</p> <p>Why should a reader be able to write an objective summary of a text?</p>

Further Explanation

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Practice constructing objective summaries that are completely free of editorial bias (your opinion); this can be difficult to do, especially if you feel strongly about a subject
- Use your notes and annotations to physically sort connecting ideas from the text together
- Keep a record that can later be used to support your analysis of each piece of supporting evidence provided by the author for his or her claims

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Examine various organizational structures of academic and technical writing to identify central idea, for example in a scientific article the main idea will be identified and described in the abstract
- Have students construct “reverse graphic organizers” from technical texts (creating an outline from the final text, which will force them to identify topics, claims, and supporting evidence)
- Purposefully choose a variety of informational texts that introduce and develop their main ideas in different ways; have students identify the organizational structures used and discuss which structure is most effective for each unique purpose

Sample Task for Integration:

In pairs, have students examine an informational text under consideration in order to identify the structure used to convey ideas. Students will choose or be assigned a passage from the text that is 5-10 paragraphs long. Students will note items such as the topic of each paragraph, the progression of ideas, the connection between ideas, how many paragraphs tend to develop a single topic, how many discrete pieces of evidence or support for each topic sentence are included in a paragraph, and the type of diction (technical, figurative, colloquial, analogous, etc.). When students have completed their analyses, place the central ideas identified on chart paper, then narrow the list to determine how many truly central ideas can be identified within the text. The final step will be to construct a brief, written analysis of the author’s strategies to be shared with the class. Students working on the same passages may be interested to compare results.

Recommended Vocabulary for Teaching and Learning:

Summary	Paraphrase	Bias	Editorial	Subjective
Objective	Central idea	Abstract	Introduction	Supporting
Extraneous	Objective	Subjective		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	7th	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC7RL2 Determine a <u>theme or central idea</u> of a <u>text</u> and analyze its <u>development</u> over the course of the text; provide an <u>objective summary</u> of the text.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze • Summarize • Provide 	<ul style="list-style-type: none"> • Theme • Central Idea • Text • Development • Objective Summary 	2, 3, 4
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Theme is a part of narrative.</p> <p>Many parts of a story support theme.</p> <p>Theme is supported through elements of character, setting and plot.</p> <p>A good reader can summarize a story.</p>		<p>How does a reader identify theme in a literary work?</p> <p>How do the elements of the story support theme?</p> <p>Why is it important to be able to summarize a piece of literature?</p>

**ELACC7RL2
Further Explanations**

Skills/Concepts for Students:

- Understand the difference between theme and main idea; some texts are concrete in nature and deal literally with a topic such as World War II (main idea), while other texts tell a story in order to connect with or make a point about a larger, more universal human experience such as “friendship” or “betrayal” (theme)
- Make predictions about developing themes within your class notes, citing evidence that influences your evolving opinion
- Incorporate all literary elements into your determination of theme (tone, mood, imagery, organizational structure, narrative voice, etc.)
- Practice summarizing a text using facts only, without relating your opinion about the text (this is harder than you might think!)

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Discuss the development of theme at consistent intervals throughout the exploration of a text; question students about themes that they see developing and what evidence they can provide to support their claim
- Compare and contrast themes from various literary eras, historical periods, and genres; does the same theme occur again and again within a specific time period (for example man versus nature in colonial America, or freedom from societal strictures in the 1960’s)
- Allow students to examine individual elements as they contribute to theme (for example, characterization) as well as how the theme is developed as a whole
- Require students to summarize without bias frequently; note when opinion begins to creep into the summary and use student models to discuss

Sample Task for Integration:

Using visual texts such as movies, commercials, or photographs can be a constructive way to begin a discussion of theme and main idea. Using movies with which most students are familiar, have students attempt to identify the theme or central idea of the film (for example, the theme of The Wizard of Oz may be identified as “coming of age,” self-reliance, etc.). Using chart paper or a Smart board, list evidence the students are able to provide to support their claims about the nature of the theme. Allow students to discuss and debate as they shape their best possible answer as a class. Use this opportunity to point out instances when a biased summary (“Dorothy goes on a very exciting adventure far from home” may in some ways support the claim that she is “coming of age,” but it is a biased summary). This activity can be extended by determining the theme or main idea of a photograph or painting (students will be surprised to find how many literary elements are present in visual text: tone, mood, sensory details, connotative images or colors, characters, setting, etc.).

Recommended Vocabulary for Teaching and Learning:

Characterization	Plot Structure	Tone	Mood	Setting
Diction	Organizational Structure	Rising Action	Climax	Falling Action
Resolution	Biased/Unbiased	Objective	Subjective	

Next step, create assessments and engaging learning experiences