



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade SPED English Language Arts--Writing Curriculum

Course Description: 7th Grade English Language Arts--Writing is a course that focuses on creating thoughtful writers. This course emphasizes information literacy, research, critical thinking, elements of literature, text structures, informational/expository, and argument writing. The ultimate goal is to produce life-long writers who can be successful in future endeavors.

Course Philosophy: In the writing classroom, we value authenticity, compassion, opportunity, structures, and feedback. We value these things because writing is powerful, collaborative, difficult, messy, personal, interdisciplinary, and evolving.

Course Format: The day to day operation of the classroom should follow a workshop model. This model consists of 5 parts: Read, Write, Study, Do, Share. These parts should be adjusted to meet the needs of students each day, but a general structure would be:

- Read (5 minutes) - Students independently read content-related material.
- Write (15 minutes) - Students perform some aspect of the writing process (prewrite, draft, revise, edit) with the purpose of building towards the day's mini-lesson.
- Study (20 minutes) - Students receive direct instruction (mini-lesson) from the teacher.
- Do (35 minutes) - Students apply what they've learned through the day's instruction.
- Share (5 minutes) - Debrief and reflect on the successes of the class

** This document contains the entire 7th Grade English Language Arts – Writing curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the middle school 7th grade English Language Arts – Writing Resource class.*

7th Grade English Language Arts Scope and Sequence: Reading and Writing

WRITING		READING	
Blocks	Unit	Blocks	Unit
7-8	<u>Unit 1</u> : The Writer’s Workshop	7-8	<u>Unit 1</u> : The Reader’s Workshop
21-24	<u>Unit 2</u> : Crafting Story	21-24	<u>Unit 2</u> : Elements of Literature
18-20	<u>Unit 3</u> : Crafting Informative Writing	18-20	<u>Unit 3</u> : Research & Informational Texts
7-8	<u>Unit 4</u> : Crafting Poetic Writing	7-8	<u>Unit 4</u> : Elements of Literature through Drama & Poetry
11-12	<u>Unit 5</u> : Crafting Argument	11-12	<u>Unit 5</u> : Understanding Argument
7-8	<u>Unit 6</u> : Empowered Writers	7-8	<u>Unit 6</u> : Empowered Readers

Sample Block Break Down: Classes are organized in a writer’s workshop model.

Opening (Read)	QuickWrite (Write)	Mini Lessons (Study)	Student Work Time (Do)	Reflection (Share)
5-10 min	10-15 min	20 min	30-40 min	5 min

	6 th Grade	7 th Grade	8 th Grade
Conventions	<ul style="list-style-type: none"> ● Parts of speech (noun, verb, adjective, adverb, pronoun) ● Complete sentences ● Fragment sentences ● Run-on sentences ● Capitalization <ul style="list-style-type: none"> ○ First word of a sentence ○ Proper nouns ○ I (the pronoun) ● Pronouns (common ones, what do they replace) 	<ul style="list-style-type: none"> ● Sentence families (simple, compound, complex) ● Conjunctions ● Verb Tense ● Coordinate Adjectives ● Clauses and phrases ● Modifiers (dangling and misplaced) ● Quotations ● Pronoun-antecedent agreement ● Subject-verb agreement 	<ul style="list-style-type: none"> ● Complex-compound sentences (how to combine) ● Gerunds ● Participles ● Infinitives ● Verbs ● Active vs. Passive Voice ● Parallelism

Curriculum Revision Tracking

Spring 2022

- Suggested resources to support student learning within units were provided from StudySync, the new ELA & Reading resource adopted beginning SY '22-'23
- Engaging Experiences structure was redesigned to better align with the workshop model
- Scope, sequence, and content alignment across ELA and Reading were improved
- Learning targets and success criteria were developed for each DESE-identified priority standard
- All standards were realigned to match DESE priority standards

Spring 2020

- Although many components of the previous curriculum are included, this was an overall complete revision of the course.

Fall 2018

- Pacing changed from “class periods” to minutes
- Unit 1 Topic 2 Engaging Experience 2 was changed from “Learning Styles” focused to “Multiple Intelligences” focused.

Spring 2018

- All instances of the word “informational” have been changed to “informational/expository” to reflect the language of the Missouri Learning Standards and assessment language.
- “Ongoing Skill Building” for each unit has added an Ongoing Experience related to Blended Writing.
- The word “voice” has been added to the cross-curricular words for each unit.
- In Unit 1: Topic 2 the Ignite presentation now includes a suggestion to shift this presentation to more of a “blended writing” speaking opportunity.
- In Unit 1: Topic 3, Engaging Experience 4 has been added to assess a student’s blended writing ability at the beginning of the year.

Spring 2017

Unit 5:

- This entire unit is now based on exploring human rights.
- All of the experiences related to physically building an argument using various materials have been removed.
- An experience has been added to begin exploring human rights.

Spring 2016

Unit 1:

- Topic 2, Engaging Experience 2: Changed from general presentation to an Ignite presentation as a group.
- Teacher notes added for clarification on many of the engaging experiences.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 2:

- Explanations and resources added to the curriculum document and the calendar to support the engaging experiences.
- Unit was lengthened by 1 week.
- Topic 2, Engaging Experience 1 was removed.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 3:

- Unit was shortened by a week.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 4:

- Topic 1, Experience 3 (Quotes to Live By) was deleted.
- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.
- “Ongoing Skill Building” was added to encourage teachers to build the background knowledge of students related to figures of speech.

Unit 5:

- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 6:

- “Ongoing Skill Building” was added to encourage teachers to address conventions as warm-ups and during topics/experiences where they make sense. A folder containing conventions warm-ups has been built and shared among teachers.

Unit 1: The Writer's Workshop

Subject: ELA

Grade: 7th

Name of Unit: The Writer's Workshop

Length of Unit: 8 blocks

Overview of Unit: In this unit, students will be focused on establishing the norms and routines of good writers. Central purposes of the unit include (1) establishing a workshop model in the classroom (2) growing writing endurance and (3) communicating professionally - both in collaborative groups and virtually using technology platforms. The theme of this unit (and an overarching theme for this year in both Writing and Reading) is the concept of "humanity" and encouraging students to discover aspects of their humanity as well as that of others through different aspects of communication (writing, reading, and speaking & listening).

Priority Standards for unit:

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

Supporting Standards for unit:

- 7.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
- 7.SL.2.A Presenting Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

Essential Questions:

1. How can I establish norms to grow as a writer?
2. How can I make sure my ideas are communicated clearly?

Enduring Understanding/Big Ideas:

1. I can write with purpose.
2. I can grow in writing through using established norms in writer's workshop.
3. I can successfully communicate with others.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
reflection revision audience coherent collaborative collegial elaborate relevant evidence	voice style conventions

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer’s craft analysis. (*Means shared ELA/Reading resource)

**The Amigo Brothers* (in StudySync)

Engaging Scenarios

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario #1 (2 blocks)

After evaluating voice and tone in multiple blogs, students will compose and publish a polished, professional blog post that showcases a chosen idea from student Writer's Notebooks that they take and polish to a "best draft" for this point in the year.

Rubric for Engaging Scenario: Possible Writer's Checklist

	Title the blog post
	Focus your post on a single topic or idea.
	Organize your post into at least 2 or more paragraphs with 5-8 complete sentences in each paragraph.
	Each paragraph should have its own unique subtopic.
	Focus on making the blog post sound like you! Include writing that reflects your personality.
	Include multiple (2 or more) types of dynamic content (pictures, videos, charts/graphs, embed Google Docs/presentations, provide links to websites, etc.)
	Be creative in how you engage the audience - think about what will keep them interested in the blog post!
	Link to multiple outside sources with correct and appropriate Works Cited and in-text citations.
	Compose the post for a specific audience outside of Park Hill School District.
	Click the "Publish" button to send your blog post live.

Engaging Scenario #2 (2 blocks)

Students will annotate a variety of thematically related texts in order to gather information to support a Socratic Seminar discussion. These texts should be diverse in content and genre, and they should connect in different ways to a shared focus (i.e. “communication”, “humanity,” “survival,” etc.). Students should be given guiding or essential discussion questions to initiate the discussion with the expectation that students come prepared with additional self-generated higher-order and lower-order text-based questions.

This is an intentional space for Reading & Writing collaboration and overlap.

Possible Thematic Texts

StudySync Options for the following essential question: In what ways are we shaped and influenced to become who we are?

- Friend-ish Blast
- Games to the Rescue Blast
- Shameless Plug Blast
- I Need a Hero Blast

Additional Option: [Collected folder of texts](#)

Engaging Experience 1

Title: Setting up Workshop & Writer's Notebooks

Suggested Time Length:
1-2 blocks 2-3 Blocks

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
Students will use the writing process as they set up their Writer's Notebooks.	I can use each of the steps of the writing process to craft small pieces: <ul style="list-style-type: none"> Mentor texts Brainstorming Rough Drafting Revising & editing 	Apply	2
Students will collaborate with others with a focus on sharing and peer editing their writing.	I can collaborate professionally with other members of the class. I can discuss my thoughts, ideas, and writing clearly, audibly, and with a focus on the topic at hand.	Apply	2

Supporting Standard(s):

- 7.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
- 7.SL.2.A Presenting Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	Consider any of the following as options: <ul style="list-style-type: none"> Quickwrites Journal entries 			Use a variety of jigsaw groupings to have students share what they've written and establish norms for communicating about their writing.

Instructional Notes: Establish workshop in classroom:

- Establishing routines & procedures (read, write, study, do, create)
- Generating idea lists across the genres
- Setting up needed sections of writer's notebook
- Build writing stamina
- How to read as a writer (use of mentor texts)

Engaging Experience 2

Title: Online Perception of You as a Writer

Suggested Time Length: 1-2 blocks 2-3 Blocks

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
Students will use the writing process as they set up their Writer's Notebooks.	I can use each of the steps of the writing process to craft small pieces: <ul style="list-style-type: none"> Mentor texts Brainstorming Rough Drafting Revising & editing 	Apply	2
Students will collaborate with others with a focus on sharing and peer editing their writing.	I can collaborate professionally with other members of the class. I can discuss my thoughts, ideas, and writing clearly, audibly, and with a focus on the topic at hand.	Apply	2

Supporting Standard(s):

- 7.SL.2.A Presenting Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.
- 7.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
		Tone it Down - mentor text from StudySync Blast		Email assessment

Instructional Notes:

Students will dig into how tone is communicated in writing - especially in relation to professional writing. Students will analyze 1-2 main texts that help them prepare for the socratic seminar engaging scenario.

Finish up with a professional email assessment where students email their teacher a professional email that reflects upon their ability to communicate both professionally and casually, and how this will impact them in the future. E-mails should demonstrate a command of conventions. The teacher should provide feedback on the quality and professionalism of their emails, focusing specifically on accurate conventions, development of coherent thoughts, and overall tone of the email.

Engaging Experience 3

Title: Curating Space for Authentic Audiences

Suggested Time Length:
2 blocks 3 Blocks

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
Students will use the writing process as they set up their Writer's Notebooks.	I can use each of the steps of the writing process to craft small pieces: <ul style="list-style-type: none"> Mentor texts Brainstorming Rough Drafting Revising & editing 	Apply	2

Supporting Standard(s):

- 7.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Look at several relevant and engaging student blog examples.	What makes blogging a powerful and meaningful medium for communicating with authentic audiences?	Select 1 or more specific blog posts for students to study in order to determine the best methods for engaging their audience. -Or- Considering Audience and Purpose in StudySync Skills	Have students create their own blogs. Allow them to design & potentially craft a welcome post.	Have students share their blog links through a Google Form and then read, possibly follow, and comment on the blogs of their peers.

Instructional Notes:

Have students understand the value of blogging as a communication tool and set up their own blog. Ensure that students understand the importance of tone and voice for blogging and that they use the same criteria for assessing their own blogs that are used in the Engaging Scenario.

Suggestions for Accommodations and Modifications

- Students review relevant blog examples as a class, reflect on what makes them powerful and meaningful through discussion or recorded response.
- Choose one topic relevant to class, each student contributes an entry to a singular blog.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Setting up Workshop & Writer's Notebooks	The teacher and students will establish workshop norms and set up notebooks in class to include routines & procedures, idea lists, and sections.	1-2 Blocks 2-3 Blocks
Online Perception of You as a Writer	Students will evaluate tone and conventions in different types of writing (both formal and informal) and will write a professional email to their teacher.	1-2 Blocks 2-3 Blocks
Curating Space for Authentic Audiences (including the Engaging Scenario 1)	After evaluating voice and tone in multiple blogs, students will compose and publish a polished, professional blog post that showcases a chosen idea from student Writer's Notebooks that they take and polish to a "best draft" for this point in the year.	1 Blocks 3 Blocks
Engaging Scenario 2	Students will annotate a variety of thematically related texts in order to gather information to support a Socratic Seminar discussion.	2 Blocks

Unit 2: Crafting a Story

Subject: ELA

Grade:7th

Name of Unit: Crafting a Story

Length of Unit: 21-24 blocks

Overview of Unit: Students will use the workshop model to investigate and emulate exemplar narrative excerpts with a focus on sensory language, mood development, setting, indirect characterization, well-crafted dialogue and how the theme is tied to conflict and impacts plot development. Students will develop stories with a clear beginning, rising action, climax and end scenes that showcase their use of these narrative techniques. Students will explore how literature provides entertaining and thought-provoking avenues to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown.

Priority Standards for unit:

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.

Supporting Standards for unit:

- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Unwrapped Priority Standards

Priority Standard
<p>7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details</p>

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will follow a writing process to develop a narratives.	<ul style="list-style-type: none"> I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing. 	Apply	2
The student will produce clear and coherent narrative writing with development, organization, style, and voice.	<ul style="list-style-type: none"> I can write narratives that are clear and make sense to the audience. I can develop a narrative through intentional organization of scenes that connect and move the story forward. I can develop a clear and purposeful point of view. I can develop narratives that have both style and voice by giving the narrator a distinct personality, varying sentence structure, and using intentional word choice. 	Create	4
The student will produce narrative writing appropriate to their identified audience and purpose.	<ul style="list-style-type: none"> I can craft a narrative that is focused on a specific audience. I can craft a narrative that is intended to accomplish a specific purpose by identifying and developing a theme for my piece. 	Create	4
The student will develop narrative writing using narrative writing techniques.	<ul style="list-style-type: none"> I can use a variety of narrative techniques in my writing to craft an engaging narrative including, but not limited to: <ul style="list-style-type: none"> Sensory Details Literary devices Developing theme Pacing 	Create	4
The student will develop clearly identified characters.	<ul style="list-style-type: none"> I can develop characters through speech (dialogue), thoughts, effect on others, actions, motivations and looks. 	Create	4

Priority Standard
<p>7.W.3.A.a (Approaching the Task as a Reader) Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.</p>

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can clearly introduce the topic to engage and provide context for the audience that helps to showcase the purpose of the piece. 	Analyze	3
The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text.	<ul style="list-style-type: none"> I can create and maintain a clear main idea, so that the focus is clear throughout. I can organize the content of my writing so the content is broken down by scene and helps the audience have a better understanding of the piece as a whole. 	Analyze	3
The student will organize the content by providing a conclusion that follows from the text and is appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can craft a clear conclusion that follows from the text and leaves the audience with a final understanding of the purpose behind the writing. 	Analyze	3
The student will add or delete content to clarify meaning appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can add or remove content as needed to help the audience better understand the topic. 	Analyze	3
Priority Standard			
7.W.3.A.d (Approaching the Task as a Reader) Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts			

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with consideration for the task, purpose, and audience	<ul style="list-style-type: none"> I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student will use effective transitions to clarify relationships appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can identify transition words. I can use appropriate transition words. I can use transitions to signal time shifts throughout my piece. 	Analyze	3

Essential Questions:

- How does an author craft an effective final product for a specific task and audience?
- How can transitions affect the success of my writing?
- How can an author craft an engaging narrative?

Enduring Understanding/Big Ideas:

- I can craft well developed narratives using techniques that help organize my writing and engage my audience.
- I can craft clear and organized writing that has been reviewed, revised and edited and purposely accomplishes a task while being appropriate to a specific audience.
- I can craft clear and organized writing that has been reviewed, revised and edited while using precise word choice specific to transition words.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
relevant sequence transitions precise analyze voice	style tone theme setting mood climax narrative narrative techniques dialogue pacing direct characterization indirect characterization figurative language word nuances connotation denotation

Essential Elements of Story

- Story is built on scenes, which contain sensory details of setting, characters, and action. All of this detail is essential to help the reader experience the moment.
- The first scene, or lead, usually jumps into the action. Readers don't want a long introduction; they want something to happen.
- Scenes contain dialogue. If your characters don't talk, then your readers feel like they are watching a silent movie. Make some noise!
- Scenes are often written in the present tense so the reader feels as if he or she is in the moment as it is happening. This is tricky: don't let yourself move back and forth between present and past tense in the same scene or your reader may become confused.
- Story is narrated. The voice of the narrator carries the reader along, be it playfully, sternly, sarcastically, or any other -ly you can think of. The voice has to be authentic and it must fit the tone of the piece. You want to use a voice that invites a reader to live in the moment with you.
- Scenes use show-and-tell to bring the action to life. To show what's happening, don't say, "I looked over the edge of a cliff"; say, "My knees trembled and my stomach lurched as I peered over the rim of the cliff."
- Stories have a "So what?" ending (Atwell 2002). The reader should know why you wrote this moment, why it matters to you.

Gallagher, Kelly, and Penny Kittle. *180 Days: Two Teachers and the Quest to Engage and Empower Adolescents*. Heinemann, 2018.

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (4 blocks)

Students will select a theme that they want to communicate (based on the criteria for the Engaging Scenario) and will work through the details of planning elements of their story utilizing effective techniques.

Then, students will develop the storyline for the next big Disney/Pixar movie. Their stories will include a detailed beginning (establishing setting through mood, introducing key characters through a variety of characterization methods, and building the foundation for a theme), a meaningful climax (using sensory language to heighten tension), and an effective resolution (clearly promoting the central theme).

[Rubric for Engaging Scenario](#)

Engaging Experience 1

<u>Title:</u> Narrative Pre-Assessment		<u>Suggested Time Length:</u> .5 block 1- 2 Blocks		
<u>Priority Standard(s):</u>				
<ul style="list-style-type: none"> ● 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details. 				
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>	
The student will follow a writing process to develop a narrative.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Apply	2	
<u>Supporting Standard(s):</u>				
<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<u>Instructional Notes:</u>				
Students will create an on-demand narrative writing piece in response to a provided prompt for the purpose of revealing their current level of narrative writing skill.				

Engaging Experience 2

Title: Generating Ideas for Narrative

Suggested Time Length:

1-2 blocks 1 Block

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

Learning Target(s):

The student will follow a writing process to develop a narrative.

Success Criteria:

I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.

Bloom's Taxonomy Levels:

Create

Webb's DOK:

3

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Have students find great moments in their current student-choice novels that inspire them to write stories of their own.</p> <p style="text-align: center;"><i>-Or-</i></p> <p>Allow students to experience a variety of quick writes that are based on small mentor texts that showcase great parts of short stories.</p> <p>You can use excerpts from: Eleven by Sandra Cisneros The Lottery by Shirley Jackson The Land Lady by Roald Dahl The Monkey's Paw by W.W. Jacobs (Texts in StudySync)</p>	<p>Create a list of objects you have touched in your lifetime (or write them out on a blank image of a hand). These should be specific and significant.</p>			<p>Select 3 objects you have touched and share with a partner a story behind the object.</p>

Instructional Notes:

Select a variety of prompts to have students generate ideas and play with story roots that come from their own lives, experiences, interests, etc. For a block focused on idea generation, it is possible to structure the block with a focus on Write - Share - Write - Share.

Suggestions for Accommodations and Modifications:

- Consider providing picture or video prompts in addition to written prompts.
- Provide students with graphic organizers or mind maps to structure their brainstorm.

Engaging Experience 3

Title: How to “Explode” a Moment - Playing with Expanding Time

Suggested Time Length:
2-3 blocks 3 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom’s Taxonomy Levels:</u>	<u>Webb’s DOK:</u>
The student will develop narrative writing using narrative writing techniques.	<ul style="list-style-type: none"> ● I can use a variety of narrative techniques in my writing to craft an engaging narrative including, but not limited to: <ul style="list-style-type: none"> ○ Sensory Details ○ Literary devices ○ Pacing 	Analyze, Create	3

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Utilize texts/excerpts from students’ Reading class and/or from their independent reading novels Possible Text Excerpt: The Sea Devil by Arthur Gordon and/or All Summer in a Day by Ray Bradbury (StudySync) - the scene when the sun comes out (around paragraph 48 - 51)	Create a list of moments that have been significant in your life. Moments where time seemed to stop. Reflect on as many senses as you can remember: what you saw, felt, smelled, etc as that moment occurred.	Resources, guides, and examples from authors such as Barry Lane regarding “Exploding the Moment.”	Write your own exploded moment. Have students begin with a single sentence and then explode that single moment in time (no more than about 60 seconds of time passing in the story)	

Instructional Notes:

After analyzing narrative excerpts that exemplify descriptive sensory language, students will choose a moment from their authentic lived experiences and “explode” that moment through in-depth, hyper-descriptive sensory language.

Engaging Experience 4

Title: Sensory Language that Establishes & Creates Mood

Suggested Time Length:
2 blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will develop narrative writing using narrative writing techniques.	<ul style="list-style-type: none"> ● I can use a variety of narrative techniques in my writing to craft an engaging narrative including, but not limited to: <ul style="list-style-type: none"> ○ Sensory Details ○ Literary devices ○ Pacing 	Analyze, Create	3
The student will add or delete content to clarify meaning appropriate for the task, purpose, and audience.	I can add or remove content as needed to help the audience better understand the topic.	Analyze	3
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing.	Analyze	3

Supporting Standard(s):

- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>For a possible text excerpt, use A Sound of Thunder (StudySync)* and examine the connotation of the words used to describe the different settings: the office, the time machine, the jungle, etc.</p> <p>and/or The Tale Tell Heart by Edgar Allan Poe (Text in StudySync)</p>	<p>Encourage students to imagine a space that makes them feel safe & one that feels the opposite. Have students write about each space without ever naming the specific space. Their goal is to craft writing that shows the mood of the space and allows the audience to infer where that space is.</p>	<p>Examples of recut film trailers that change the trailer’s intended mood by adjusting elements like pace, music, etc.</p>	<p>Provide students with a “plain” text excerpt that’s devoid of mood. Students will make two revised versions of this text, each one adding different sensory language to evoke very different moods (i.e. one would become scary, and one would become romantic).</p>	

Instructional Notes:

Students will infer the mood of provided text excerpts and determine the sensory language that led them to their inferences. Afterwards, students will produce writing that evokes specific mood(s) through the intentional use of sensory details.

Suggested Accommodations and Modifications:

- Write: Provide students opportunity to draw their spaces, then describe to a partner verbally. Partner listens and infers the space that was drawn.
- Do: Complete as a class or in small groups, each group focusing on a different mood for the same text.

Engaging Experience 5

Title: Direct and Indirect Characterization

Suggested Time Length:
2 blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):

Success Criteria:

**Bloom's
Taxonomy
Levels:**

**Webb's
DOK:**

The student will develop clearly identified characters.

I can develop characters through speech (dialogue), thoughts, effect on others, actions, motivations and looks.

Create,
Analyze

4

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Look at Seventh Grade by Gary Soto (StudySync) and analyze the different ways the author characterizes Teresa and Mr. Bueller as opposed to the main character.		The STEAL method of indirect characterization (speech, thoughts, effect on others, actions, and looks).	Spend time allowing students to brainstorm, draft, sketch and otherwise develop a set of characters for their upcoming Opening Scenes (Experience #5 & #6) –Or– Give students several character profiles and have them write an exploded moment that the character might experience where they are developed through everything except dialogue.	Option 1: Have students create a small skit that would showcase the personality of their character. Option 2: Have students design & share a Voki that would showcase the personality of the character. Option 3: Do a character gallery walk & have students add post-its to the characters with questions they hope the story will answer.

Instructional Notes: After identifying in text excerpts how authors use both direct and indirect characterization methods to flesh out a character, students will emulate those methods in a writing piece.

Suggested Accommodations and Modifications:

- Study: Complete “STEAL Method” indirect characterization lesson. Provide students fill in the blank notes or graphic organizer.
- Read: Students listen to *Seventh Grade* by Gary Soto, and annotate where they see the STEAL Method.
- Do: Students create a visual of their main character, including written character traits.

Engaging Experience 6

Title: Digging Into Dialogue

Suggested Time Length: 1-2 blocks

2-3 Blocks

Priority Standard(s):

- 7.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts
- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom’s Taxonomy Levels:</u>	<u>Webb’s DOK:</u>
The student will review, revise, and edit writing with consideration for the task, purpose, and audience	<ul style="list-style-type: none"> • I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. • I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. • I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student will use effective transitions to clarify relationships appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> • I can identify transition words. • I can use appropriate transition words. 	Analyze	3
The student will develop clearly identified characters.	I can develop characters through speech (dialogue), thoughts, effect on others, actions, motivations and looks.	Create	4

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	<p>Think about a time when you didn't know what to say - until it was too late. Write the scene the way you WISH it would have happened.</p> <p><i>-Or-</i></p> <p>Give students a series of images where conversations are clearly taking place. Have students write a conversation that happens between the individuals in the image.</p> <p>**</p>	<p>Have students examine models of great dialogue as well as learn about how to correctly and professionally format dialogue.</p>	<p>Have students craft dialogue that would come before or after the exploded moment they wrote in Experience #4. Focus on transitioning into and out of narration.</p> <p><i>-Or-</i></p> <p>Have students write alongside one of the dialogue models to craft high-level dialogue.</p>	

Instructional Notes:

Examine and/or create as a class rules of great dialogue. Use models to provide a foundation for using dialogue well in crafting narratives and then have students craft their own dialogue scene.

**Note on the WRITE section above: This would be a great pre & post experience where students draft the dialogue scene before the mini-lesson and then revisit it at the end to re-format, revise, edit, etc.

Engaging Experience 7

Title: Crafting an Effective Opening Scene

Suggested Time Length:
2-3 blocks 3 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience.	I can clearly introduce the topic to engage and provide context for the audience that helps to showcase the purpose of the piece.	Analyze	3
The student will follow a writing process to develop a narrative.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Analyze, Create	3
The student will develop clearly identified characters.	I can develop characters through speech (dialogue), thoughts, effect on others, actions, motivations and looks.	Create	4
The student will produce clear and coherent narrative writing with development, organization, style, and voice.	<ul style="list-style-type: none"> ● I can write narratives that are clear and make sense to the audience. ● I can develop a clear and purposeful point of view. ● I can develop narratives that have both style and voice by giving the narrator a distinct personality, varying sentence structure, and using intentional word choice. 	Create	4

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Read the opening scene of The Last Leaf by O’Henry –And/or– *Read the opening scene of A Sound of Thunder by Ray Bradbury (StudySync Resource)</p>		<p>Focus only on the exposition and possibly inciting action (depending on length) of 1-3 pieces.</p>	<p>Have students select one of their story ideas that has been generated in their Writer’s Notebook and craft the opening scene of that story. Students should use the characters they developed in the last experience.</p>	<p>Have students discuss effective traits (jumping into the action, characterization, use of setting, hits at theme, effective dialogue scenes) from the opening scene of The Last Leaf by O’Henry or A Sound of Thunder by Ray Bradbury.</p> <p>Allow students to share their opening scenes, receive feedback, and revise.</p>

Instructional Notes:

Examine several effective opening scenes of short stories in order to craft several examples of their own.

Option: Consider using each scene as a stand-alone assessment and allow students to shift storylines (if they choose) between assessments so they can experiment with different plot lines.

Suggestions for Accommodations and Modifications:

- Read: Read aloud 2-3 effective opening scenes of short stories to students.
- Study: Students will begin to write the exposition of their short story.

Engaging Experience 8

Title: Crafting an Effective Climax Scene

Suggested Time Length: 2-3 blocks 3 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop a narratives.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Analyze, Create	3
The student will develop clearly identified characters.	I can develop characters through speech (dialogue), thoughts, effect on others, actions, motivations and looks.	Create	4
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. ● I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. ● I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text.	I can organize the content of my writing so the content is broken down by scene and helps the audience have a better understanding of the piece as a whole.	Analyze	3
The student will use effective transitions to clarify relationships appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can identify transition words. I can use appropriate transition words. I can use transitions to signal time shifts throughout my piece. 	Analyze	3

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>*For example, the climax of A Sound of Thunder by Ray Bradbury (StudySync Text) or The Most Dangerous Game by Connell (StudySync Text)</p> <p>(It is possible one or both of these texts are used in Reading)</p>		<p>Focus only on the most intense scene (depending on length) of 1-3 pieces.</p> <p>**Possible Mini-Lesson: Determining how trajectory & resolution of a conflict impact the theme.</p>	<p>Have students either select one of their story ideas that has been generated in their Writer's Notebook <i>or</i> continue the story they began in Experience 5 and craft the most intense scene (climax) of that story.</p>	<p>Have students discuss effective traits (building tension in the climax, showcasing the turning point for characters that highlights theme).</p> <p>Allow students to share their climax scenes, receive feedback, and revise.</p>

Instructional Notes:

Examine several effective ending scenes of short stories in order to craft several examples of their own.

Engaging Experience 9

Title: Crafting an Effective Ending Scene

Suggested Time Length:
2 blocks 3 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop a narratives.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Analyze, Create	3
The student will produce narrative writing appropriate to their identified audience and purpose.	I can craft a narrative that is intended to accomplish a specific purpose by identifying and developing a theme for my piece.	Apply	2
The student will develop clearly identified characters.	I can develop characters through speech (dialogue), thoughts, effect on others, actions, motivations and looks.	Create	4
The student will organize the content by providing a conclusion that follows from the text and is appropriate for the task, purpose, and audience.	I can craft a clear conclusion that follows from the text and leaves the audience with a final understanding of the purpose behind the writing.	Analyze	3

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Read the ending scene of Abuela Invents the Zero by Judith Ortiz Cofer (StudySync) - paragraphs 16-21</p> <p><i>-Or-</i></p> <p>*Continue using A Sound of Thunder (StudySync Text) that is also used in Reading.</p>		<p>Focus only on the falling action (depending on length) of 1-3 pieces.</p> <p>Look at a variety of text models & analyze how the main character has changed as a result of the conflict of the story.</p>	<p>Have students either select one of their story ideas that has been generated in their Writer's Notebook OR continue the story they began in Experience 1 and craft the ending scene of that story.</p>	<p>Have students discuss effective traits (resolving conflict, showcasing final character changes, reiterating theme).</p> <p>Allow students to share their opening scenes, receive feedback, and revise.</p>

Instructional Notes:

Examine several effective ending scenes of short stories in order to craft several examples of their own.

Engaging Experience 10

Title: Planning for the Engaging Scenario

Suggested Time Length:

1-2 blocks

3 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop a narratives.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Apply	2
The student will produce clear and coherent narrative writing with development, organization, style, and voice.	<ul style="list-style-type: none"> ● I can write narratives that are clear and make sense to the audience. ● I can develop a narrative through intentional organization of scenes that connect and move the story forward. 	Create	4
The student will produce narrative writing appropriate to their identified audience and purpose.	<ul style="list-style-type: none"> ● I can craft a narrative that is focused on a specific audience. ● I can craft a narrative that is intended to accomplish a specific purpose by identifying and developing a theme for my piece. 	Create	4
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece.	Analyze	3
The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text.	<ul style="list-style-type: none"> ● I can create and maintain a clear main idea, so that the focus is clear throughout. ● I can organize the content of my writing so the content is broken down by scene and helps the audience have a better understanding of the piece as a whole. 	Analyze	3

Supporting Standard(s):

- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
			Students will create a storyboard or other narrative plan in order to organize their thinking and create an opportunity for students to think through the details of the story and what makes a short story engaging and realistic. Storyboard Resource	

Instructional Notes:

Students will select a theme that they want to communicate (based on the criteria for the Engaging Scenario) and will work through the details of planning elements of their story utilizing effective techniques.

Suggestions for Accommodations and Modifications:

- Students will continue to add to and edit their final piece from Engaging Experiences 2-9.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Generating Ideas for Narrative	Students will generate ideas and play with story roots that come from their own lives, experiences, interests, etc. (StudySync)	1-2 Blocks 1Block
How to “Explode” a Moment - Playing with Expanding Time	After analyzing narrative excerpts that exemplify descriptive sensory language, students will choose a moment from their authentic lived experiences and “explode” that moment through in-depth, hyper-descriptive sensory language.	2-3 Blocks 3 Blocks
Sensory Language that Establishes & Creates Mood	After inferring the mood of different text excerpts and determining the sensory language that led them to their inferences students will produce writing that evokes specific mood(s) through the intentional use of sensory details.	2 Blocks
Direct and Indirect Characterization	After identifying in text excerpts how authors use both direct and indirect characterization methods to flesh out a character, students will emulate those methods in a writing piece.	2 Blocks
Digging Into Dialogue	Students will examine and/or create as a class rules of great dialogue. After using models to provide a foundation for using dialogue well in crafting narratives, create class rules for great dialogue and then have students craft their own dialogue scene.	1-2 Blocks 2-3 Blocks
Crafting an Effective Opening Scene	Students will examine several effective opening scenes of short stories in order to craft several examples of their own.	2-3 Blocks 3 Blocks
Crafting an Effective Climax Scene	Students will examine several effective ending scenes of short stories in order to craft several examples of their own.	2-3 Blocks 3 Blocks
Crafting an Effective Ending Scene	Students will examine several effective ending scenes of short stories in order to craft several examples of their own.	2 Blocks 3 Blocks

Planning for the Engaging Scenario	Students will select a theme that they want to communicate (based on the criteria for the Engaging Scenario) and will work through the details of planning elements of their story utilizing effective techniques.	1-2 Blocks 3 Blocks
Engaging Scenario	Students will develop the storyline for the next big Disney/Pixar movie with a detailed beginning, a meaningful climax, and an effective resolution).	1-2 Blocks

Suggestions for Accommodations and Modifications:

- Consider having students create one piece throughout the unit, adding to it during each Engaging Experience. Students can use 2-4 blocks to add to, edit, and revise their piece for the Engaging Scenario.

Unit 3: Crafting Informative Writing

Subject: ELA

Grade:7th

Name of Unit: Crafting Informative Writing

Length of Unit: 18-20 blocks

Overview of Unit: Students will experience what it looks like to conduct relevant and ethical research in order to support crafting engaging informational/expository writing. Elements of these skills are reinforced through the Reading curriculum.

Priority Standards for unit:

- 7.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

Supporting Standards for unit:

- 7.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Unwrapped Priority Standards

Priority Standard			
7.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will conduct research to answer a question.	<ul style="list-style-type: none"> I can generate questions that guide my research. I can effectively research to answer questions.. 	Apply	2
The student will gather relevant print and digital sources.	<ul style="list-style-type: none"> I can gather relevant information to my topic. I can find resources in a variety of places including print and digital resources. 	Apply	2
The student will integrate information using a standard citation system.	<ul style="list-style-type: none"> I can effectively integrate the information I find in my writing (in-text citations). 	Apply	2

Priority Standard			
7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will use search terms effectively.	<ul style="list-style-type: none"> I can determine effective search terms that are relevant to my research question. I can determine synonyms for my search terms that will broaden what I find to support my topic. 	Apply	2
The student will gather relevant information from multiple print and digital sources.	<ul style="list-style-type: none"> I can gather relevant information to my topic. I can find resources in a variety of places including print and digital resources. 	Apply	2
The student will assess the credibility of multiple print and digital sources.	<ul style="list-style-type: none"> I can evaluate a resource to determine whether or not it is credible by looking at the author's credentials, date of publication, etc. 	Analyze	3
The student will assess the accuracy of multiple print and digital sources.	<ul style="list-style-type: none"> I can evaluate a resource to determine whether or not it is accurate by confirming information across multiple sources. 	Analyze	3

The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	<ul style="list-style-type: none"> • I can put information I find into my own words while keeping the original meaning of the passage, remembering to cite to avoid plagiarism. • I can correctly use a direct quote from a resource while properly citing to avoid plagiarism. • I can use signal phrases and transitions to clarify the source of the information. 	Analyze	3
The student will follow a standard format for citation.	<ul style="list-style-type: none"> • I can consistently and correctly cite the sources I use in my work (ex: Works Cited page) 	Apply	2

Priority Standard			
<p>7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence</p>			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will follow a writing process to develop expository writing.	<ul style="list-style-type: none"> • I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing. 	Apply	2
The student will produce clear and coherent informative/explanatory writing with development and organization.	<ul style="list-style-type: none"> • I can write an informative piece that is clear and makes sense to the audience. • I can use an outline to organize my writing into an introduction, body paragraphs, and conclusion. • I can organize information in increasingly valuable order of importance • I can use a clear text structure to guide the style of my writing. 	Create	4
The student will produce clear and coherent informative/explanatory writing with style and voice.	<ul style="list-style-type: none"> • I can maintain an objective point of view in my writing and keep a more formal tone. • I can develop an informative piece that has both style and voice by varying sentence structure and using intentional word choice. 	Create	4
The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> • I can craft an informational piece that is focused on a specific audience. • I can craft an informative piece that is intended to accomplish a specific purpose by identifying and developing a clear objective that the piece will accomplish if crafted successfully. 	Create	4

The student will produce informative/explanatory writing using expository techniques.	<ul style="list-style-type: none"> ● I can use a variety of informational techniques in my writing to craft an engaging expository piece including, but not limited to: <ul style="list-style-type: none"> ○ Clear description ○ Logical transitions ○ Precise language and content-specific vocabulary ○ Including graphics and multimedia when useful for clarifying understanding 	Create	4
The student will develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	<ul style="list-style-type: none"> ● I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 	Apply	2
The students will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.	<ul style="list-style-type: none"> ● I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● I can provide clear reasoning that ties the evidence used in the piece to the original claim. 	Apply	2

Priority Standard			
<p>7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.</p>			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. ● I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. ● I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can clearly introduce the topic to engage and provide context for the audience that helps to showcase the purpose of the piece. ● I can write an informational thesis statement that introduces the topic and provides focus for the piece. 	Analyze	3

The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text.	<ul style="list-style-type: none"> ● I can create and maintain a clear main idea or thesis statement, depending on the purpose of my piece, so that the focus is clear throughout. ● I can organize the content of my writing so the content is broken down by subtopic and helps the audience have a better understanding. 	Analyze	3
The student will organize the content by providing a conclusion that follows from the text and is appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can craft a clear conclusion that follows from the text and leaves the audience with a final understanding of the purpose behind the writing. 	Analyze	3
The student will add or delete content to clarify meaning appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can add or remove content as needed to help the audience better understand the topic. 	Analyze	3

Essential Questions:

1. Why is it important to conduct research using a variety of sources that are relevant to a research question?
2. How do authors approach research to ensure they have a variety of reliable resources that will provide relevant support for their writing?
3. How can an author craft an unbiased informational piece that is both clear and understandable?
4. How does an author craft an effective final product for a specific task and audience?

Enduring Understanding/Big Ideas:

1. I can conduct thorough research to answer a question by gathering and integrating multiple resources, cited correctly, to improve my credibility as an author.
2. I can conduct thorough research to answer a question by gathering multiple reliable resources, cited correctly, and integrated through quotations and paraphrases to improve my credibility as an author.
3. I can craft unbiased informational writing using techniques that help organize my writing and keep it clear and understandable.
4. I can craft clear and organized writing that has been reviewed, revised and edited and purposely accomplishes a task while being appropriate to a specific audience.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
informative/expository plagiarism credible reliable relevant research analyze reflection evaluate search terms integrate voice	informative/expository transitions thesis claim citation (cite) paraphrase summarize plagiarism credible reliable evidence

Essential Elements of Information

- Lead with information
- Establish a connection with a reader using a voice of authority or expertise
- Establish credibility
- Organize information so it is easily readable
- Use vivid details to define a problem
- Pay attention to word choice so complex things are easier to understand

Gallagher, Kelly, and Penny Kittle. 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents. Heinemann, 2018.

Engaging Scenarios

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario #1 (1 block)

Students will script and produce an informational podcast about a topic of their choosing. The main areas of focus will be effectively organizing an expository piece, selecting and utilizing relevant and credible evidence, establishing personal credibility through successful citation, and establishing/maintaining a clear thesis throughout. Students will conduct their own research, utilize an outline for a typical podcast, and focus on remaining objective in their content.

Engaging Scenario #2 (1 block)

Students will produce an on-demand informative writing piece within a single block. The main areas of focus will be effectively organizing an expository piece, selecting and utilizing relevant and credible evidence, establishing personal credibility through successful citation, and establishing/maintaining a clear thesis throughout. Students may conduct their own research or pull evidence from provided materials.

Possible topic lists:

- Impact of technology on society
- Surviving modern-day disasters
- Ways we're trying to solve today's problems
- A day in the life of...this career

Engaging Experience 1

<u>Title:</u> Informative/Expository Pre-Assessment	<u>Suggested Time Length:</u> .5 block 1 Block
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Priority Standard(s):

- 7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop expository writing.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Apply	2

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>

Instructional Notes:

Students will create an on-demand informational writing piece in response to a provided prompt for the purpose of revealing their current level of expository writing skill.

Engaging Experience 2

Title: Generating Ideas for Informative/Explanatory Writing

Suggested Time

Length: 1-2 blocks

Priority Standard(s):

- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will use search terms effectively.	<ul style="list-style-type: none"> ● I can determine effective search terms that are relevant to my research question. ● I can determine synonyms for my search terms that will broaden what I find to support my topic. 	Apply	2
The student will follow a writing process to develop expository writing.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Apply	2

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	Have students draft a list of as many different ideas they might be interested in exploring during the unit as they can.	Small mini-lesson focused on synonyms, antonyms, and nuances of word meanings.	Have students select from their list of possible ideas and expand on 3-5 of those ideas by: generating synonyms, antonyms, & other similar words Writing research questions focused on the topics & what they want to focus on in their research	Have students find 1-2 possible articles for 1 of their topics using the search terms they generated. Have them share their process with someone else in class & discuss any possibilities for words/topics that could be added to their lists. *

Instructional Notes:

Students will generate lists, ideas, and do initial research for a variety of topics they will have to choose from throughout the unit.

*Note on SHARE portion above: This is NOT designed to be full-on research. Students need just enough to be able to pull some information.

Suggestions for Accommodations and Modifications:

- Teachers can provide multimedia sources for select topics for students to explore and choose a topic from.

Engaging Experience 3

Title: Focus & Relevance

Suggested Time Length:
2-3 blocks

Priority Standard(s):

- 7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence
- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will gather relevant information from multiple print and digital sources.	I can gather relevant information to my topic.	Apply	2
The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience.	I can write an informational thesis statement that introduces the topic and provides focus for the piece.	Analyze	3

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Have students read several selected articles (6-12) and sort them into groups based on similarity of topic & main idea. The focus of this activity is on the RELEVANCE of each article to the others.</p> <p>Focus only on the introduction of 1-3 diverse info. pieces which could include essays, articles, videos, infographics, etc.</p>	<p>Once the articles have been sorted (1st activity under Read), then students will write the main idea that holds each of the articles in a group together. This will be a foundation for thesis writing later in class.</p>	<p>Spotlight: Thesis Statement - Informative Writing (StudySync)</p> <p style="text-align: center;">-Or-</p> <p>The following document outlines several thesis statement types along with how a thesis statement functions in an outline as part of or the center of a mini-lesson.</p>	<p>Have students draft 3-5 different thesis statements based on topics of their choosing and their current level of knowledge.</p> <p>Note: This would not be the time to have them do a great deal of independent research. The goal is to have them practice with how a good thesis looks & sounds.</p>	

Instructional Notes:

Examine several effective informational pieces with clear thesis statements/main ideas in order to craft several examples of their own.

Suggestions for Accommodations and Modifications:

- Study: Focus on two to three types of thesis statements.
- Do: Students continue to research independently or using teacher provided multi-media sources, and draft their thesis statement. Students will model one of the types studied as a class.

Engaging Experience 4

<u>Title:</u> Organization Matters		<u>Suggested Time Length:</u> 2 blocks 3-4 Blocks	
<u>Priority Standard(s):</u>			
<ul style="list-style-type: none"> 7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence 			
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will produce informative/explanatory writing appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> I can craft an informational piece that is focused on a specific audience. I can craft an informative piece that is intended to accomplish a specific purpose by identifying and developing a clear objective that the piece will accomplish if crafted successfully. 	Analyze, Create	3
The student will produce clear and coherent informative/explanatory writing with development and organization.	I can use an outline to organize my writing into an introduction, body paragraphs, and conclusion.	Create	4
The student will produce clear and coherent informative/explanatory writing with style and voice.	I can maintain an objective point of view in my writing and keep a more formal tone.	Create	4
<u>Supporting Standard(s):</u>			

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	Students will write an informational paragraph, using compare & contrast text structure, that discusses the main differences between a podcast & a formal informational piece.	<p>Focus on the built-in organization of a finished piece (introduction including thesis statement, supporting paragraphs and embedded evidence, conclusion). As a class, create an outline for the existing piece.</p> <p>Possible piece: Future Phys Ed (StudySync) Blast</p>	Once students have completed the outline, have them listen to the podcast and analyze the difference between the informational piece they read and how the information was presented in the podcast.	Have students work in groups to create informational norms for writing and for podcasting.

Instructional Notes:

Examine one complete informative piece (ex. an expository article or even an essay) and reverse-engineer an outline for the piece.

Suggestions for Accommodations and Modifications:

- Study: Students complete an outline to organize the information they have gathered.

Engaging Experience 5

Title: Giving Credit Where Credit is Due

Suggested Time Length:

3 Blocks

4 Blocks

Priority Standard(s):

- 7.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will integrate information using a standard citation system.	I can effectively integrate the information I find in my writing (in-text citations).	Apply	2
The student will follow a standard format for citation.	I can consistently and correctly cite the sources I use in my work (ex: Works Cited page)	Understand, Apply, Evaluate	4
The student will assess the credibility of multiple print and digital sources.	I can evaluate a resource to determine whether or not it is credible by looking at the author's credentials, date of publication, etc.	Analyze	3
The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	<p>I can put information I find into my own words while keeping the original meaning of the passage, remembering to cite to avoid plagiarism.</p> <p>I can correctly use a direct quote from a resource while properly citing to avoid plagiarism.</p> <p>I can use signal phrases and transitions to clarify the source of the information.</p>	Analyze	3
The students will develop informative/explanatory writing that establishes relationships between ideas and supporting evidence.	<ul style="list-style-type: none"> ● I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● I can provide clear reasoning that ties the evidence used in the piece to the original claim 	Apply	2

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Have students select a topic of their choosing from their Writer’s Notebooks and find 1 article to read and annotate.</p>	<p>Why is giving credit to original sources so important? How would you define plagiarism?</p>	<p>Mini-lessons may include: Credible & Reliable evidence* (taught in Reading) Works Cited In-text citations “Quote Sandwiches” that showcase how to use in-text citations for quotes. Paraphrasing & giving credit</p>	<p>Have students write 1-2 paragraphs in which they communicate information from their own experience and include quote sandwiches that support their thinking. At the end of the paragraphs, have them include a Works Cited page.</p>	<p>Have students post their paragraphs to their blogs.</p>

Instructional Notes:

Students will complete a series of mini-lessons that emphasize skills such as MLA citation, in-text citations, and understanding plagiarism.

Suggestions for Accommodations and Modifications:

- Read: Students should read one of the sources for their topic and annotate.
- Write: Students can complete this as a quick write or journal response, or as a video journal entry.
- Study: Mini-lessons regarding citations with teacher provided or guided notes with clear process or flow chart.

Engaging Experience 6

Title: Student-Choice Mini Research Project

Suggested Time Length:
3-4 blocks 6-7 Blocks

Priority Standard(s):

- 7.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.
- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will conduct research to answer a question.	I can generate questions that guide my research. I can effectively research to answer questions..	Apply	2
The student will gather relevant print and digital sources.	I can gather relevant information to my topic. I can find resources in a variety of places including print and digital resources.	Apply	2
The student will gather relevant information from multiple print and digital sources.	I can gather relevant information to my topic. I can find resources in a variety of places including print and digital resources.	Apply	2
The student will integrate information using a standard citation system.	I can effectively integrate the information I find in my writing (in-text citations).	Apply	2
The student will quote or paraphrase the data and conclusions of others while avoiding plagiarism.	I can put information I find into my own words while keeping the original meaning of the passage, remembering to cite to avoid plagiarism. I can correctly use a direct quote from a resource while properly citing to avoid plagiarism. I can use signal phrases and transitions to clarify the source of the information.	Analyze	3
The student will assess the credibility of multiple print and digital sources.	I can evaluate a resource to determine whether or not it is credible by looking at the author's credentials, date of publication, etc.	Analyze	3
The student will assess the accuracy of multiple print and digital sources.	I can evaluate a resource to determine whether or not it is accurate by confirming information across multiple sources.	Analyze	3

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Students will complete research on a topic of their choosing. They will: Gather relevant and credible information from a variety of sources Evaluate resources	Generate questions that guide research	Mini-lessons would include: Relevant resources used to support ideas (with in-text citations & corresponding Works Cited page) Quote sandwiches (new) Organization of content in most logical order	Students will create an infographic or blog post that illustrates the answer to their guiding question and includes specific, relevant, and correctly cited evidence.	

Instructional Notes:

Students should gather evidence from 3-4 different print and digital sources in order to answer their guiding research question & produce & publish a final piece that showcases their understanding of ethical research practices.

Possibility: Students could choose the topic they want to focus on for their Engaging Scenario 1 (creating a podcast) for this project.

Suggestions for Accommodations and Modifications:

- Students should gather evidence from 2-3 different sources to answer their research question.

Engaging Experience 7

Title: Planning & Drafting A Podcast

Suggested Time Length:

2-3 Blocks

Priority Standard(s):

- 7.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will produce clear and coherent informative/ explanatory writing with development and organization.	<ul style="list-style-type: none"> ● I can write an informative piece that is clear and makes sense to the audience. ● I can organize information in increasingly valuable order of importance ● I can use a clear text structure to guide the style of my writing. 	Create	4
The student will produce clear and coherent informative/explanatory writing with style and voice.	I can develop an informative piece that has both style and voice by varying sentence structure and using intentional word choice.	Create	4
The student will produce informative/ explanatory writing using expository techniques.	I can use a variety of informational techniques in my writing to craft an engaging expository piece including, but not limited to: <ul style="list-style-type: none"> ● Clear description ● Logical transitions ● Precise language and content-specific vocabulary ● Including graphics and multimedia when useful for clarifying understanding 	Create	4
The student will develop informative/ explanatory writing to examine a topic with relevant facts, examples, and details.	I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	Apply	2

Supporting Standard(s):

- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Students will gather evidence from a variety of sources to integrate into their podcast script.	Have students experiment with writing different intros and outros for their podcast	Listen to a variety of podcast models & look at how podcasts: <ul style="list-style-type: none">● integrate a variety of pieces of evidence using signal phrases● transition between ideas and segments● use style & voice to make the podcast engaging while remaining objective in what they produce Possible sample podcasts: NPR podcasts	Students will create a podcast proposal that walks them through brainstorming, organizing, and developing a podcast focused on a specific audience. Example Proposal	

Instructional Notes:

Students will select a topic of their choosing to research and produce a podcast about. Students will conduct research, outline their podcast with a clear hook, thesis, increasingly valuable information, appropriate transitions, and clear integration of evidence.

Engaging Experience 8

<u>Title:</u> Editing & Revising a Podcast		<u>Suggested Time Length:</u> 1-2 blocks	
<u>Priority Standard(s):</u>			
<ul style="list-style-type: none"> 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning. 			
<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student will organize the content of the writing by introducing the topic appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can clearly introduce the topic to engage and provide context for the audience that helps to showcase the purpose of the piece. I can write an informational thesis statement that introduces the topic and provides focus for the piece. 	Analyze	3
The student will organize the content by maintaining a clear focus appropriate for the task, purpose, and audience throughout the text.	<ul style="list-style-type: none"> I can create and maintain a clear main idea or thesis statement, depending on the purpose of my piece, so that the focus is clear throughout. -I can organize the content of my writing so the content is broken down by subtopic and helps the audience have a better understanding. 	Analyze	3
The student will organize the content by providing a conclusion that follows from the text and is appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can craft a clear conclusion that follows from the text and leaves the audience with a final understanding of the purpose behind the writing. 	Analyze	3
The student will add or delete content to clarify meaning appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can add or remove content as needed to help the audience better understand the topic. 	Analyze	3

Supporting Standard(s):

- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	<p>Allow students time to write and reflect about the following:</p> <ul style="list-style-type: none">● How do you want people to FEEL about your podcast when they listen?● What do you want people to DO as a result of hearing your podcast? <p>Have students brainstorm what the mood & the vibe of the podcast should be & allow this work to frame their word choice, structure, and more throughout the revision process.</p>	<p>Using an example script or one that a student volunteers for you to use, model what it would look like to revise and edit the script specific to:</p> <ul style="list-style-type: none">● the flow and organization of the script● the text structure used & accompanying signal words● adjusting word choice and sentence structure to increase engagement & understanding of the audience● adding or removing content as needed to help the audience better understand the topic	<p>Have students color code their script with revisions and edits they have made. Students may create their own key, but it should showcase a minimum number of changes to their script to help them meet the criteria of a successful podcast (see rubric in Engaging Scenario 1)</p>	<p>Allow students the opportunity to share and collaborate with others in the classroom to test out audience reactions to their content in order to collect areas in their writing or research that need to be re-evaluated.</p> <p>Have students record their podcast and publish it. Podcasts can be published on Anchor and Spotify & ultimately be housed on student blogs.</p>

Instructional Notes:

Students should spend time revising and editing their podcast script before producing and publishing their podcast, focusing specifically on engaging their audience and making the content clear and understandable.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Informative/Expository Pre-Assessment	Students will create an on-demand informational writing piece in response to a provided prompt for the purpose of revealing their current level of expository writing skill.	.5 Block 1 Block
Generating Ideas for Informative/Explanatory Writing	Students will generate lists, ideas, and do initial research for a variety of topics they will have to choose from throughout the unit.	1-2 Blocks
Focus & Relevance	Students will examine several effective informational pieces with clear thesis statements/main ideas in order to craft several examples of their own.	2-3 Blocks
Organization Matters	Students will examine one complete informative piece (ex. an expository article or even an essay) and reverse-engineer an outline for the piece.	2 Blocks 3-4 Blocks
Giving Credit Where Credit is Due	Students will complete a series of mini-lessons that emphasize skills such as MLA citation, in-text citations, and understanding plagiarism.	3 Blocks 4 Blocks
Student-Choice Mini Research Project	Students will answer their guiding research question & produce & publish a final piece that showcases their understanding of ethical research practices using print and digital sources for evidence.	3-4 Blocks 6-7 Blocks
Planning & Drafting A Podcast	Students will conduct research and produce an organized podcast with outlined information, a clear hook, thesis, appropriate transitions, and clear integration of evidence.	2-3 Blocks
Editing & Revising a Podcast	Students will revise and edit their podcast script, focusing specifically on engaging their audience and making the content clear and understandable. Once finished they will produce and record their podcast.	1-2 Blocks
Engaging Scenario 1	Students will script and produce an organized informational podcast with relevant and credible evidence about a topic of their choosing.	1 Block
Engaging Scenario 2	Students will produce an on-demand informative writing piece within a single block.	1 Block

Unit 4: Crafting Poetic Writing

Subject: ELA

Grade:7th

Name of Unit: Crafting Poetic Writing

Length of Unit: 8-10 blocks

Overview of Unit: Students will gain a deep understanding of what is required when analyzing and how an analysis of poetry and language yields deep understanding and the ability to influence audiences through purposeful use of what is learned. Students will explore how powerful language found in poetry provides a platform to explore and experiment with our understanding of the human experience as well as to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown. Students will also explore how poetic language can impact communication beyond poetry itself (ex. in expository speeches, in narrative craft, etc.).

Priority Standards for unit:

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

Supporting Standards for unit:

- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Unwrapped Priority Standards

Priority Standard			
<p>7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details</p>			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will follow a writing process to develop poems.	<ul style="list-style-type: none"> I can understand the structure of poems and use mentor texts as inspiration for my own writing. I can follow a writing process including brainstorming, crafting a rough draft, revising and editing to produce poems & poetic writing. 	Apply	2
The student will produce clear and coherent poetic writing with development, organization, style, and voice.	<ul style="list-style-type: none"> I can write poems that are clear and make sense to the audience. I can understand the figurative language and sensory details in poems and use them in my own writing to craft meaningful poetic writing. I can develop poetic writing that has both style and voice by giving the speaker a distinct personality, varying sentence structure, and using intentional word choice. 	Create	4
The student will produce narrative writing appropriate to their identified audience and purpose.	<ul style="list-style-type: none"> I can craft poetic writing that is focused on a specific audience. I can craft poetic writing that is intended to accomplish a specific purpose by identifying and developing a theme for my piece. 	Create	4
The student will develop poems or poetic writing using poetic writing techniques.	<ul style="list-style-type: none"> I can use a variety of poetic techniques in my writing to craft an engaging narrative including, but not limited to: <ul style="list-style-type: none"> Poetic structure Sensory Details Literary devices & figurative language Developing theme Pacing 	Create	4
The student will develop poems or poetic writing about real or imagined events & experiences.	<ul style="list-style-type: none"> I can write poems about real events. I can write poems about imagined events or experiences. 	Create	4

Priority Standard			
7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student will choose appropriate, precise language for the style, task, and audience.	<ul style="list-style-type: none"> I can choose the best words, phrases, and style for writing that is appropriate and precise for the piece. I can have a specific audience in mind for the piece I create. 	Analyze	3
The student will convey the relationship among ideas through varied sentence structures appropriate for the task, purpose, and audience.	<ul style="list-style-type: none"> I can develop writing that clarifies ideas with varying sentence structure with purpose. I can choose a clear structure for a poem, including free verse and traditional, that adds to the meaning of the poem. 	Analyze	3

Essential Questions:

1. How can an author craft an engaging poem?
2. How can word choice and sentence structure help to create effective writing?
3. How does an author craft an effective final product for a specific task and audience?
4. How can transitions affect the success of my writing?

Enduring Understanding/Big Ideas:

1. I can craft well developed narratives, including poems, using techniques that help organize my writing and engage my audience.
2. I can craft clear and organized writing that has been reviewed, revised and edited while using precise word choice and a variety of sentence structures for effectiveness.
3. I can craft clear and organized writing that has been reviewed, revised and edited and purposely accomplishes a task while being appropriate to a specific audience.
4. I can craft clear and organized writing that has been reviewed, revised and edited while using precise word choice specific to transition words.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
analyze infer structure nuance synonym antonym compare contrast multimedia voice tone	poetic structure stanza rhyme scheme figurative meaning metaphor imagery personification hyperbole symbolism allusion repetition

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (2 blocks)
Students will create, revise, and refine at least one piece (a poetry slam, song, or drama) and prepare it for performance. The focus should be to encourage students to craft language that is highly influential, using figurative language, sensory details, sentence structure, and other techniques to create a highly engaging piece for the audience.

This is an intentional space for Reading & Writing collaboration and overlap.

Engaging Experience 1

Title: Poetry Uncaged

Suggested Time Length:

1 blocks

2 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop poems.	I can understand the structure of poems and use mentor texts as inspiration for my own writing.	Apply	2
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece.	Analyze	3
The student will choose appropriate, precise language for the style, task, and audience.	I can choose the best words, phrases, and style for writing that is appropriate and precise for the piece.	Analyze	3

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Encourage students to go on a 'scavenger hunt' of sorts & explore any/all of the following in the hunt for powerful language that has an impact on them:</p> <ul style="list-style-type: none"> Quotes Song lyrics Motivational videos Their current free reading novels 		<p>An extremely brief review of figurative language & poetic techniques may be necessary, but should not dominate instruction.</p> <p>–And–</p> <p>Expository TED talks with particularly moving speakers, written speeches like that of Dr. Martin Luther King, Jr. or John F. Kennedy, excerpts from narratives that incorporate poetic elements, commercials that have poetic language, etc.</p>	<p>Students will use everything they've gathered, seen, etc over the course of the class period(s) to craft 1-2 found poems of their choosing around a specific topic</p> <p>Goal: Allow students to let go of structure and things "making complete sense" and just try to create a mood with language!</p> <p>–Or–</p> <p>Students use the texts selected to create found poems that communicate the message of the different excerpts in creative ways.</p>	<p>Jigsaw: Students will review short excerpts from a variety of genres (narratives, argumentative articles, informative essays, etc.) and determine the general meaning of each excerpt. Then, students will isolate words and phrases within the piece that, when read together, create a poem that exemplifies the identified meaning of the piece.</p>

Instructional Notes:

What happens when powerful poetic language makes its way into things that aren't strictly poems? Students will review a variety of examples of poetic language functioning in the "real world," or in environments that aren't strictly designed to be poetic. They will identify the poetic language in these examples and analyze how that language makes the piece more engaging, effective, etc.

Suggestions for Accommodations and Modifications:

- Read: Provide students with relevant quotes, songs, motivational videos to review and connect to. Provide a structured recording space for their sources and connections.
- Study: Review figurative language and poetic techniques thoroughly through mini-lessons, providing relevant examples.
- Do: Provide students an opportunity to create an unstructured piece about a topic they have a personal connection to.

Engaging Experience 2

Title: Engaging Readers Through Poetic Writing

Suggested Time Length:

1 block

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will produce clear and coherent poetic writing with development, organization, style, and voice.	<ul style="list-style-type: none"> ● I can understand the figurative language and sensory details in poems and use them in my own writing to craft meaningful poetic writing. ● I can develop poetic writing that has both style and voice by giving the speaker a distinct personality, varying sentence structure, and using intentional word choice. 	Create	4
The student will develop poems or poetic writing using poetic writing techniques.	<p>I can use a variety of poetic techniques in my writing to craft an engaging narrative including, but not limited to:</p> <ul style="list-style-type: none"> ● Poetic structure ● Sensory Details ● Literary devices & figurative language ● Developing theme ● Pacing 	Create	4
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. ● I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Examples of poetically crafted personal anecdotes (teacher-crafted or found in a mentor text)	A detailed personal anecdote about something meaningful to them.	Compare/contrast an expository paragraph <i>with</i> a poetic personal anecdote and one without a poetic personal anecdote; determine and discuss which is more engaging and why.		

Instructional Notes:

Students will select an expository piece they completed in a previous unit (ex. informative essay) and determine a point in their writing in which a poetically crafted personal anecdote would improve the expository piece. Students will then craft this anecdote and insert it into the expository piece. Afterwards, they'll reflect on how this revision improves the message of their expository writing, engaging, effective, etc.

Engaging Experience 3

Title: Picture Based Poetry

Suggested Time Length:

1 blocks

2 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop poems.	I can follow a writing process including brainstorming, crafting a rough draft, revising and editing to produce poems & poetic writing.	Apply	2
The student will produce clear and coherent poetic writing with development, organization, style, and voice.	I can develop poetic writing that has both style and voice by giving the speaker a distinct personality, varying sentence structure, and using intentional word choice.	Create	4
The student will develop poems or poetic writing about real or imagined events & experiences.	<ul style="list-style-type: none"> ● I can write poems about real events. ● I can write poems about imagined events or experiences. 	Create	4

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Students will be given a series of engaging pictures that are to be analyzed. These pictures should be thought-provoking and should require students to think deeply. Begin the experience by selecting one picture and having students write down all thoughts related to the picture.</p>	<p>Have students use their reactions, the people present in the images, or any other portion of the picture to inspire your own poem about the image.</p>	<p>Metaphorical thinking - What are metaphors? How can you recognize both simple and more complex metaphors?</p> <p>On Richness of Metaphors- Blast in StudySync <i>-and/or-</i> Three Poems-Blast in StudySync</p>	<p>Have students select a person in their life they would like to focus on. Have a wide variety of images that students are able to look at. Students should select 3 images that connect to the person in their life. Have students write a short explanation next to each of their selections to explain their connections. Give students sentence stems in order to work through this process: First - Write a simile: My mom is like a _____ because _____. Second - Make it a metaphor: My mom is a _____ because _____. Last - Make it poetic: My mom - a _____, _____, and _____ (metaphor) (adj) (adj) (adj)</p>	

Instructional Notes:

Students will practice structuring well-crafted metaphors to create a baseline understanding of this concept. This can begin happening through the initial pictures presented and then deepen this understanding through the activity in the Do section.

Engaging Experience 4

Title: Figurative language 2.0: All Grown Up

Suggested Time Length:

1 block

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop poems.	<ul style="list-style-type: none"> • I can understand the structure of poems and use mentor texts as inspiration for my own writing. • I can follow a writing process including brainstorming, crafting a rough draft, revising and editing to produce poems & poetic writing. 	Apply	2
The student will produce clear and coherent poetic writing with development, organization, style, and voice.	I can understand the figurative language and sensory details in poems and use them in my own writing to craft meaningful poetic writing.	Create	4

Supporting Standard(s):

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Students will read a poem chosen by the teacher (for example: Scratch & Dent Dreams by Eric Darby). This should be a silent experience and students should annotate the text, attempting to determine the author’s message and the tone of the piece by looking at connotations of words and attempting to determine the meanings of any figurative language used. After students are finished, play the audio or visual version of the poem and have students identify any portions of the poem that now made sense and compare their answers regarding the author’s message and the author’s tone.</p>		<p>How do authors pack meaning into a small number of words? Conduct a series of mini-lessons (or rotating stations) focused on these key vocabulary terms, showcasing an elementary example of the term, a grown-up example of the term Key Terms: metaphor imagery personification hyperbole symbolism allusion repetition</p>	<p>Have students create their own poems that include “grown-up” examples of each term</p> <p>*This could be a series of small poems, or 1 poem that is continually revised/added to</p>	<p>Have students discuss whether or not the author has an understanding of language that allowed him to maximize his message. For each answer, have students support their reasoning through evidence from the text.</p>

Instructional Notes:

Students will focus on elementary examples vs “grown-up” examples of key figurative language terms in order to produce more effective and age-appropriate writing.

Engaging Experience 5

Title: Poetic Structure

Suggested Time Length:

2 blocks

3 Blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will produce clear and coherent poetic writing with development, organization, style, and voice.	<ul style="list-style-type: none"> ● I can write poems that are clear and make sense to the audience. ● I can understand the figurative language and sensory details in poems and use them in my own writing to craft meaningful poetic writing. 	Create	4
The student will develop poems or poetic writing using poetic writing techniques.	<p>I can use a variety of poetic techniques in my writing to craft an engaging narrative including, but not limited to:</p> <ul style="list-style-type: none"> ● Poetic structure ● Sensory Details ● Literary devices & figurative language ● Developing theme ● Pacing 	Create	4
The student will convey the relationship among ideas through varied sentence structures appropriate for the task, purpose, and audience.	I can develop writing that clarifies ideas with varying sentence structure with purpose.	Analyze	3

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Short and Sweet Type Away (StudySync) Blast</p> <p>-Or-</p> <p>Sonnets to Social Media (StudySync) Blast</p>	<p>Once students have read one or both of the articles in the reading section, have them compose their own Twoosh (or Twaiku) - a poem for Twitter that must be 140 characters or less</p>	<p>Focus on elements of structure (stanzas, line breaks, rhyme scheme, repetition) in poetry</p> <p>Poetic Elements and Structure - Annabel Lee-Skill in StudySync</p> <p>Focus on ways authors vary sentence structure in poetry & poetic writing to communicate a clear idea & impact the pace of the poem.</p> <p>Find 2 poems (different authors with similar structures, different structures by the same author, etc.)</p> <p>Why does the author make the structural decisions he/she makes?</p>	<p>Have students go on a Write-Along where they choose from several well-known poems. The goal is to give students well-crafted, published poems, each of which has a unique approach, format, theme, and language craft.</p> <p>Have students craft their own set of poems (2-3) that follow the model of the mentor text while communicating an idea of their own creation.</p> <p>Mentor texts located in StudySync: -If by Rudyard Kipling -Life Doesn't Frighten Me by Maya Angelou -Mother to Son by Langston Hughes -Ode to the Selfie by Megan Falley -Slam, Dunk, and Hook by Yusef Komunyakaa -The Negro Speaks of Rivers by Langston Hughes -We Real Cool by Gwendolyn Brooks</p>	

Instructional Notes:

Students will study a variety of poetic texts that highlight specific elements of poetic structure.

Engaging Experience 6

Title: Two-Voice Poem

Suggested Time Length:

1-2 blocks

Priority Standard(s):

- 7.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

Learning Target(s):

Success Criteria:

**Bloom's
Taxonomy
Levels:**

**Webb's
DOK:**

The student will produce narrative writing appropriate to their identified audience and purpose.

- I can craft poetic writing that is focused on a specific audience.
- I can craft poetic writing that is intended to accomplish a specific purpose by identifying and developing a theme for my piece.

Create

4

Supporting Standard(s):

- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.

Read

Write

Study

Do

Share

Video examples of two-voice poetry performances ([example](#)).

Instructional Notes:

In pairs, students will craft a two-voice poem that explores two different perspectives of a shared concept or experience. Throughout the poem, some lines will only be performed by speaker 1, some will only be performed by speaker 2, and some will be spoken simultaneously. Some possible topics would be age discrimination (speaker 1: an elderly person, speaker 2: a teenager), a disruption in the classroom (speaker 1: disruptive student, speaker 2: teacher), bullying (speaker 1: the bully, speaker 2: the victim), and so on. The purpose is for students to use poetry to explore how people or experiences that seem and/or are very different can also overlap in surprising ways.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Poetry Uncaged	Students will identify poetic language and analyze a variety of examples of poetic language functioning in the “real world,” or in environments that aren’t strictly designed to be poetic.	1 Block 2 Blocks
Engaging Readers Through Poetic Writing	Students will select an expository piece they completed in a previous unit (ex. informative essay) and then create a poetically crafted personal anecdote to insert.	1 Block
Picture Based Poetry	Students will practice structuring well-crafted metaphors to create a baseline understanding of this concept.	1 Block 2 Blocks
Figurative language 2.0: All Grown Up	Students will focus on elementary examples vs “grown-up” or mature examples of key figurative language terms in order to produce more effective and age-appropriate writing.	1 Block
Poetic Structure	Students will study a variety of poetic texts that highlight specific elements of poetic structure.	2 Blocks 3 Blocks
Two-Voice Poem	Students will craft a two-voice poem with a partner that explores two different perspectives of a shared concept or experience.	1-2 Blocks
Engaging Scenario	Students will create, revise, and refine at least one piece (a poetry slam, song, or drama) and prepare it for performance focusing on figurative language, sensory details, sentence structure, and other techniques to create a highly engaging piece for the audience.	2 Blocks 4 Blocks

Unit 5: Crafting Argument

Subject: ELA

Grade:7th

Name of Unit: Crafting Argument

Length of Unit: 10 blocks

Overview of Unit: Students will learn the elements of an effective argument and how those pieces fit together in order to maximize a person’s ability to communicate their position. In order to build their argumentative skills, students will participate in evidence-based debates and ultimately complete an argumentative essay that ties together all they have learned about argumentative writing.

Priority Standards for unit:

- 7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.
- 7.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

Supporting Standards for unit:

- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Unwrapped Priority Standards

Priority Standard			
7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will follow a writing process to develop argumentative writing.	<ul style="list-style-type: none"> I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing. 	Apply	2
The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	<ul style="list-style-type: none"> I can write an argumentative piece that takes a clear position that is clear and makes sense to the audience. I can use an outline to organize my writing into an introduction, body paragraphs, counterclaim and conclusion. I can organize information in increasingly valuable order of importance I can use a clear text structure to guide the style of my writing. 	Create	4
The student will produce argumentative writing appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> I can understand the nuances of when to use different points of view in order to influence the audience, while keeping a more formal tone. I can develop an argumentative piece that has both style and voice by varying sentence structure and using intentional word choice. 	Create	4
The student will develop argumentative writing using argumentative techniques.	<ul style="list-style-type: none"> I can use a variety of argumentative techniques in my writing to craft an engaging argument including, but not limited to: <ul style="list-style-type: none"> Clear description Logical transitions Precise language and content-specific vocabulary Leveraging ethos, pathos, and logos to create influence Including graphics and multimedia when useful for clarifying understanding 	Apply	2

The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	<ul style="list-style-type: none"> I can craft a clear claim and support that claim with relevant facts, definitions, concrete details, quotations, or other information and examples. 	Apply	2
The student will develop argumentative writing by acknowledging counterclaims	<ul style="list-style-type: none"> I can acknowledge other perspectives and positions that people may take about this topic. I can craft writing that defends my original position through the use of counterclaims. 	Analyze	3
The student will develop argumentative writing by establishing relationships between claims and supporting evidence.	<ul style="list-style-type: none"> I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. I can provide clear reasoning that ties the evidence used in the piece to the original claim. 	Apply	2

Priority Standard			
7.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will acknowledge new information expressed by others, including those presented in diverse media.	<ul style="list-style-type: none"> I can identify different forms of media. I can recognize when new information is expressed by others. 	Apply	2
The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.	<ul style="list-style-type: none"> I can decide when it is necessary to keep or modify my opinions and views. I can explain why I've decided to keep or modify my stance. 	Analyze	3

Essential Questions:

1. How can an author craft an argumentative piece that is clear, understandable and well supported?
2. How can others' viewpoints impact and influence my own?

Enduring Understanding/Big Ideas:

1. I can craft argumentative writing with a supported claim, reasons, relevant evidence and counterclaim while using techniques that help organize my writing keeping it clear and understandable.
2. I can understand that my opinions and views may change and/or grow when I hear or learn new information or experience different perspectives.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<p>argument support logos (reasoning, logic, and proof) relevant evidence ethos (credible and reliable) pathos opposing coherent organization style voice</p>	<p>claim counterclaim contention rebuttal reasoning ethos logos pathos</p>

Essential Elements of Argument

- Create a cohesive text around a central claim:
 - Reason with clarity
 - Use credible evidence
 - Craft anecdotes to create empathy
 - Address the reader’s preconceived notions
 - Anticipate and refute counterarguments
 - Use a moderate tone and reasoned voice to persuade, rather than to complain, irritate, or blame
 - (often) include a call to action
- Research multiple perspectives
- Use different ways of developing an argument to sustain the reader’s engagement: blending craft moves from other discourses (e.g., dialogue, flashbacks, sensory detail).

Gallagher, Kelly, and Penny Kittle. 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents. Heinemann, 2018.

Engaging Scenario 1

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario #1 (1 block)

Students will participate in a debate based on the desired modern-day topic (globalization, human rights, etc.). Students will follow standard debate format, focusing on taking a clear stance through developing explicit claims (contentions), supporting thinking with relevant evidence and clear reasoning (warrants), acknowledging counter claims, and making final comments to summarize their position.

**This is an intentional space for Reading & Writing collaboration and overlap.

Rubric for Engaging Scenario:

[Student debate rubric](#)

[Teacher scoring rubric](#)

Engaging Scenario #2 (1 block)

Students will compose an essay that takes a clear position on a modern-day issue (like globalization or human rights), acknowledging and refuting any counterclaims while proving the validity of their own position with valid, relevant evidence.

Engaging Experience 1

Title: Argumentative Writing Mini-Analysis

Suggested Time Length:

.5 block

1 Block

Priority Standard(s):

- 7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop argumentative writing.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Create	2

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>

Instructional Notes:

Using any topic they choose (for which they have a basic understanding that does NOT need to be researched), students will craft an on-demand 300-word argumentative mini-essay. The purpose of this pre-assessment is to determine how well students translate the argumentative structure from a verbal debate setting to a written setting, as well as to help guide the direction of the pre-essay mini-lessons.

Suggestions for Accommodations and Modifications:

- Students will be provided a choice of 2-3 prompts and write an on demand piece stating their argument regarding their chosen topic.

Engaging Experience 2

Title: Listening for Argumentative Elements

Suggested Time

Length: 1-2 Blocks

Priority Standard(s):

- 7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.
- 7.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop argumentative writing.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Apply	2
The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.	<ul style="list-style-type: none"> ● I can decide when it is necessary to keep or modify my opinions and views. ● I can explain why I've decided to keep or modify my stance. 	Analyze	3

Supporting Standard(s):

- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	Students will craft an argumentative paragraph revealing their position (and related rationale) on a provided debatable topic.	Mini-lessons: <ul style="list-style-type: none"> ● opinion vs persuasion vs argument ● counterclaim 		Students write their reflection in a discussion board to see how others were impacted by the speech.

Instructional Notes: Students will determine their position on a given topic, then listen to and/or view an argumentative speech or presentation about that topic (one that presents a claim and provides supportive evidence and reasoning). Students will identify the speaker's claim, evidence, and reasoning (warrants), then reflect afterwards as to whether the presentation reinforced or altered their personal stance.

Engaging Experience 3

Title: Mini-Debate

Suggested Time Length:
2 Blocks 3 Blocks

Priority Standard(s):

- 7.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will acknowledge new information expressed by others, including those presented in diverse media.	I can recognize when new information is expressed by others.	Apply	2
The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.	<ul style="list-style-type: none"> ● I can decide when it is necessary to keep or modify my opinions and views. ● I can explain why I've decided to keep or modify my stance. 	Analyze	3
The student will develop argumentative writing by acknowledging counterclaims	<ul style="list-style-type: none"> ● I can acknowledge other perspectives and positions that people may take about this topic. ● I can craft writing that defends my original position through the use of counterclaims. 	Analyze	3
The student will develop argumentative writing by establishing relationships between claims and supporting evidence.	<ul style="list-style-type: none"> ● I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. ● I can provide clear reasoning that ties the evidence used in the piece to the original claim. 	Apply	2

Supporting Standard(s):

- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Using a provided debate structure, students will observe and evaluate a sample debate.		<p>A shared, accessibly-leveled text like Goldilocks and the Three Bears</p> <p>Use an Individual Debate scoring rubric (like the one attached) and have students track what is happening as they watch the debate. Sample rubric</p>	<p>Students will write their own case. This can take a variety of formats, including having students use notecards that become color-coded for pro/con for building their case OR using case templates in order to craft their arguments.</p> <p>Case template Debate sentence starters</p>	<p>Have students conduct their debates.</p> <p>Suggestion: use the timings noted on the Individual Debate Rubric the Study section of this experience..</p>

Instructional Notes:

Using teacher-provided evidence materials, students will work with a group to collaboratively develop two debate cases: one *for (pro)* a provided claim, and one *against (con)* that same provided claim. Then, students will participate in a debate on this topic. Observing students will evaluate the effectiveness of the debate they’re watching and determine a “winner” based on provided evidence and reasoning. Note: The topic and related teacher-provided evidence materials should be very accessible to students content-wise, and should not be “research heavy”. In this mini-debate, it’s the structure and processes of successful debate that’s the main area of focus.

Suggestions for Accommodations and Modifications:

- Consider having students use case templates and craft arguments based off of Goldilocks and the Three Bears in groups (one or more groups for [pro] and one or more against [con]). Then have students pair with someone from an opposing group to debate.

Engaging Experience 4

Title: Preparation for Engaging Scenario 1 - Real-World Debate

Suggested Time Length:

2 blocks

Priority Standard(s):

- 7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	<ul style="list-style-type: none"> I can write an argumentative piece that takes a clear position that is clear and makes sense to the audience. I can organize information in increasingly valuable order of importance 	Create	4
The student will produce argumentative writing appropriate to the task, purpose, and audience.	I can develop an argumentative piece that has both style and voice by varying sentence structure and using intentional word choice.	Create	4
The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	I can craft a clear claim and support that claim with relevant facts, definitions, concrete details, quotations, or other information and examples.	Apply	2

Supporting Standard(s):

- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Students complete a variety of research. A great resource for this is the Opposing Views Database in SIRS.		Mini-lessons: claims (contentions) & thesis statements (position) varying sentence structure & using intention word choice to influence the audience.	Students will write a pro and con case for either side of the identified topic.	Participate in the debate! This is Engaging Scenario 1.

Instructional Notes: Students will thoroughly research a teacher-provided topic and create both pro and con cases. Students will then participate in a debate centered around the topic.

Engaging Experience 5

Title: Developing Pathos & Logos for Your Argument

Suggested Time Length:
2 blocks

Priority Standard(s):

- 7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.
- 7.SL.1.C Collaborating Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will produce argumentative writing appropriate to the task, purpose, and audience.	I can understand the nuances of when to use different points of view in order to influence the audience, while keeping a more formal tone.	Create	4
The student will develop argumentative writing using argumentative techniques.	I can use a variety of argumentative techniques in my writing to craft an engaging argument including, but not limited to: <ul style="list-style-type: none"> ● Clear description ● Leveraging ethos, pathos, and logos to create influence 	Apply	2
The student will acknowledge new information expressed by others, including those presented in diverse media.	<ul style="list-style-type: none"> ● I can identify different forms of media. ● I can recognize when new information is expressed by others. 	Apply	2
The student will, when warranted, qualify or justify his/her own views in light of evidence presented from others' viewpoints.	<ul style="list-style-type: none"> ● I can decide when it is necessary to keep or modify my opinions and views. ● I can explain why I've decided to keep or modify my stance. 	Analyze	3

Supporting Standard(s):

- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Find a mentor text that students can read an excerpt from that will give both details and an emotional account of an event.</p> <p>Possible texts: - Excerpt from Refugee by Alan Gratz (StudySync) Text - Something from Malala? I am Malala (StudySync)</p>	<p>If students were to research about human rights, begin by having students create something (graphic organizer, list, flash draft, etc.) that contains their responses to the following questions: -What are the human rights you believe all people are entitled to? -What are some ways that human rights are respected? -What are some ways that human rights are denied?</p>	<p>Recognizing Genre: Argumentative Text (StudySync Skills)</p> <p>Have students watch 2 different Ted Talks (or another set of texts) on completely different topics where presenters take a clear stance and convincingly present information. Have students note where presenters include their own personal emotions or feelings and rate how deeply those statements emotionally engage the audience.</p>	<p>Once they are finished, give students an opportunity to dig into texts related to human rights. This can be an open research time or guided based on teacher chosen texts. It would also be beneficial to allow students to dig into the Universal Declaration of Human Rights before beginning their research. As students research, they should make note of different examples or topics related to human rights that they may be interested in exploring.</p>	<p>In groups, students will make arguments about the role emotion and research should play in argumentative speaking and in writing. At the end of class, students will make a claim about the importance of emotion balanced with research in their own thesis as a ticket out the door.</p>
<p>Instructional Notes: Students view additional argumentative/persuasive videos with the intention of determining the role of pathos in an argument. Then students will determine their chosen argumentative topic and determine their initial opinions and reactions before performing research in preparation for writing their essay.</p>				

Engaging Experience 6

Title: Final Argumentative Essay Preparation

Suggested Time Length:
2-3 blocks

Priority Standard(s):

- 7.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
The student will follow a writing process to develop argumentative writing.	I can follow a writing process including brainstorming, outlining, crafting a rough draft, revising and editing.	Apply	2
The student will produce clear and coherent argumentative writing with development, organization, style, and voice.	<ul style="list-style-type: none"> ● I can write an argumentative piece that takes a clear position that is clear and makes sense to the audience. ● I can use an outline to organize my writing into an introduction, body paragraphs, counterclaim and conclusion. ● I can organize information in increasingly valuable order of importance ● I can use a clear text structure to guide the style of my writing. 	Create	4
The student will produce argumentative writing appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can understand the nuances of when to use different points of view in order to influence the audience, while keeping a more formal tone. ● I can develop an argumentative piece that has both style and voice by varying sentence structure and using intentional word choice. 	Create	4
The student will develop argumentative writing using argumentative techniques.	<p>I can use a variety of argumentative techniques in my writing to craft an engaging argument including, but not limited to:</p> <ul style="list-style-type: none"> ● Clear description ● Logical transitions ● Precise language and content-specific vocabulary ● Leveraging ethos, pathos, and logos to create influence ● Including graphics and multimedia when useful for clarifying understanding. 	Apply	2

The student will develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	I can craft a clear claim and support that claim with relevant facts, definitions, concrete details, quotations, or other information and examples.	Apply	2
The student will develop argumentative writing by acknowledging counterclaims	<ul style="list-style-type: none"> I can acknowledge other perspectives and positions that people may take about this topic. I can craft writing that defends my original position through the use of counterclaims. 	Analyze	3
The student will develop argumentative writing by establishing relationships between claims and supporting evidence.	<ul style="list-style-type: none"> I can use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. I can provide clear reasoning that ties the evidence used in the piece to the original claim. 	Apply	2

Supporting Standard(s):

- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
	<p>Set time for “power writing” where students write nonstop in their Writer’s Notebooks (no resources/notes) for 5-10 minutes at a time based on their current understanding & level of research. These mini flash drafts can then be used to help students determine ways to embed more Pathos & reasoning that balances out the use of explicit evidence.</p>	<p>Mini-lessons to review, reteach, or support in small groups:: -Claim (Thesis) Spotlight: Thesis Statement - Argumentative Writing (StudySync Skill) -Counterclaim -Relevant resources used to support the thesis (with in-text citations & corresponding Works Cited page) -Quote sandwiches -Organization of content in most logical & powerful/persuasive order -Text structure - Introductions & conclusions - Transitions</p>	<p>Students should create an outline that clearly displays: - Their thesis for the piece - 2-3 claims - Supporting evidence (correctly cited) for each claim - where they will embed Pathos in their writing - transitions they intend to use to move from paragraph to paragraph</p>	

Instructional Notes:

Students will work toward crafting an argumentative essay of their own. This is the pre-work for Engaging Scenario 2.

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Listening for Argumentative Elements	Students will determine their position on a given topic, then listen to and/or view an argumentative speech or presentation about that topic identifying the speaker's claim, evidence, and reasoning (warrants).	1-2 Blocks
Mini-Debate	Using teacher-provided evidence materials, students will work with a group to collaboratively develop two debate cases: one <i>for (pro)</i> a provided claim, and one <i>against (con)</i> that same provided claim. Then, students will participate in a debate on this topic.	2 Blocks 3 Blocks
Preparation for Engaging Scenario 1 - Real-World Debate	Students will thoroughly research a teacher-provided topic and create both pro and con cases. Students will then participate in a debate centered around the topic.	2 Blocks
Developing Pathos & Logos for Your Argument	Students view additional argumentative/persuasive videos with the intention of determining the role of pathos in an argument.	2 Blocks
Final Argumentative Essay Preparation	Students will work toward crafting an argumentative essay of their own. This is the pre-work for Engaging Scenario 2.	1-2 Blocks 3 Blocks
Engaging Scenario 1	Students will participate in a debate based on the desired modern-day topic following standard debate format, focusing on taking a clear stance with explicit claims (contentions), relevant evidence and clear reasoning (warrants), counter claims, and final comments to summarize their position.	1 Block
Engaging Scenario 2	Students will compose an essay that takes a clear position on a modern-day issue, acknowledging and refuting any counterclaims while proving the validity of their own position with valid, relevant evidence.	1 Block 4 Blocks

Unit 6: Empowered Writers

Subject: ELA

Grade: 7th

Name of Unit: Empowered Writers

Length of Unit: 7-8 blocks

Overview of Unit: During this unit, students will revisit all of the genres they've studied this year (narrative, expository, poetry, and argumentative). They will further revise and refine their writing using the skills they've developed across the genres while pursuing passions, content, and formats of their own choosing. This unit provides students the opportunity to revisit any genre-specific areas of struggle they've displayed throughout the year and to play with blending writing styles in order to create authentic, moving, effective pieces that can reach diverse audiences.

Priority Standards for unit:

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Supporting Standards for unit:

- 7.W.1.A.b Approaching the Task as a Researcher Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.
- 7.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

Unwrapped Priority Standards

Priority Standard			
7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation			
Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. ● I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. ● I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student can demonstrate a command of conventions.	I can effectively understand and use a variety of conventions, including but not limited to: <ul style="list-style-type: none"> ○ Sentence families (simple, compound, complex) ○ Conjunctions ○ Verb tense ○ Coordinate adjectives ○ Clauses & phrases ○ Modifiers (dangling & misplaced) ○ Quotations ○ Pronoun-antecedent agreement ○ Subject-verb agreement 	Analyze	3

Essential Questions:

1. How can the writing process be used to help me grow as a writer?
2. How can reviewing, revising, and editing writing lead to more engaging & clearer communication?
3. Why is it important to develop the style and voice of a piece to fit a specific audience?

Enduring Understanding/Big Ideas:

1. I can write with purpose for a specific audience.
2. I can develop and organize my own writing using established norms in writer's workshop.
3. I can develop the style and voice of my writing.
4. I can use conventions of standard English to communicate ideas clearly.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Vocabulary From Units 1-5	Vocabulary From Units 1-5

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit’s priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (Concurrent with Engaging Experiences)

Students will spend this unit creating their Student Empowerment Project. Ultimately this will become a portfolio-esque project where students craft a specific plan for taking a final lap through the writing standards that have been learned throughout the year. The focus of this project is on empowering students to pursue their personal passions and determine how each genre of writing can be used to support an overall exploration of their chosen content. This should be well-structured time that encourages students to:

- Create a specific plan for their day - times, titles, and tasks (specific to where they are during the writing process, what mentor texts they are using, where and how they will collect feedback, and how they are keeping track of their growth & intentional moves they are making as writers)
- Use available tools and resources that will support each step of the writing process as they move through each available block
 - Examination of mentor texts
 - Specific annotation strategies
 - Graphic organizers
 - Research techniques
 - Rough drafting
 - Revision & editing strategies
- Share what they have created - both for purposes of feedback and to showcase what they have crafted.

When this is complete, students will have either a series of pieces (1 for each genre throughout the year) to place on a portfolio or a single multi genre piece that demonstrates mastery across a variety of genres.

This is an intentional space for Reading & Writing overlap and possible collaboration.

Suggestions for Accommodations and Modifications:

- Students choose 2-3 genres of writing and create one culminating piece with sections of each genre (pamphlet, website, infographic, etc.)

Engaging Experience 1

Title: Student Empowerment Project Introduction

Suggested Time Length: 1 block

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

<u>Learning Target(s):</u>	<u>Success Criteria:</u>	<u>Bloom's Taxonomy Levels:</u>	<u>Webb's DOK:</u>
Students will use the writing process as they create each piece of their Empowerment project.	I can use each of the steps of the writing process to craft small pieces: <ul style="list-style-type: none"> ● Mentor texts ● Brainstorming ● Rough Drafting ● Revising & editing 	Create	3
Students will collaborate with others with a focus on sharing and peer editing their writing.	<ul style="list-style-type: none"> ● I can collaborate professionally with other members of the class. ● I can discuss my thoughts, ideas, and writing clearly, audibly, and with a focus on the topic at hand. 	Apply	2
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	<ul style="list-style-type: none"> ● I can review my writing and choose specific places where I can re-organize, re-structure, or otherwise change the flow of the piece. ● I can revise my writing by adjusting my word choice, changing the structure of my sentences, and otherwise adjusting the tone or of my writing. ● I can edit my writing for errors in spelling, grammar, punctuation, etc. 	Analyze	3
The student can demonstrate a command of conventions.	I can effectively understand and use a variety of conventions, including but not limited to: <ul style="list-style-type: none"> ● Sentence families (simple, compound, complex) ● Conjunctions ● Verb tense ● Coordinate adjectives ● Clauses & phrases ● Modifiers (dangling & misplaced) ● Quotations ● Pronoun-antecedent agreement ● Subject-verb agreement 	Analyze	3

Supporting Standard(s):

- All standards from previous units.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
Begin class with a quick write that includes a mentor text that students read, annotate, and then use as a springboard for a small piece of writing of their choice.	Students select a genre of their choosing for the piece they will create that was inspired by the quick write. **When teachers look at this mini-writing piece, consider what the starting point will be for coaching students on command of conventions. What is the NEXT best thing for them to focus on?	Recommendation: Create a video that students take notes about that goes over all expectations for this project, including but not limited to: What this project is vs what it isn't (IS focused time to grow as a writer; IS NOT free time that isn't structured or time another Life Ed period) More HERE	Have students complete their first mini-piece as an example of how class will be running. During this time, students should: Set their plan (specific to times, titles, & tasks) Follow their plan for the day Document what they have completed (links, descriptions, etc) Record or reflect on how they are specifically working to improve as a writer	Spend time as a class developing norms for this time. Suggestions include: How students can request feedback from a teacher or from peers How students may or may not apply to work in small groups Expectations for how students will operate during independent time

Instructional Notes:

It is highly recommended that teachers create [a space for students to track their work](#) during this time. This will be beneficial for formative assessments, small 20% grades, and could even be used as part of the student’s defense of their Empowerment Project at the end.

There is a world of opportunities for what students will have as options to complete. If students are stuck for what to create, suggest any of the following (although this is definitely not an exclusive list):

- Newspaper (this can house all genres!)
- Travel Brochure
- Informational Presentation or Pamphlet
- Podcast
- Vlog
- Building a website focused on a specific niche, product, idea, etc.

Consider using the following StudySync Skills resources to support convention work:

- Verbs - Consistent Verb Tenses
- Conjunctions - Coordinating Conjunctions
- Test Prep - Phrases and Clauses
- Sentence Structure - Complete Subjects and Predicates
- Sentence Structure - Complex Sentences
- Commas - Between Coordinate Adjectives

Engaging Experience 2

Title: Narrative Mastery

Suggested Time Length:

Will vary by student need

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Learning Target(s):

Success Criteria:

**Bloom's
Taxonomy
Levels:**

**Webb's
DOK:**

Same Learning Targets, Success Criteria, Bloom's Levels, & Webb's DOK as in Engaging Experience 1

Supporting Standard(s):

- All standards from previous units.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Provide copies of narrative mentors texts students could possibly use to dig in to this genre. These could include:</p> <p>Anything read over the course of the year</p> <p>Any short stories from StudySync → Filter by checking the boxes under Texts to select 'Short Story' or 'Drama' and 'Grades 6-8'. Students are also welcome to search these on their own.</p>		<p>The goal is to work with small groups or individual students and help guide them to opportunities to 'study' that will directly improve their writing by focusing on what the next best step is for them. Some options include:</p> <p>Spotlight: Transitions - Narrative Writing (StudySync Skill)</p> <p>Language, Style, and Audience - Letter to President Theodore Roosevelt</p> <p>Economy of Language (StudySync Skill)</p>	<p>Students can choose from a variety of options to experiment & continue to grow with their narrative work. This can include, but is not limited to:</p> <ul style="list-style-type: none"> • Crafting a short story • Writing a script for a play or television show • Draft anecdotes with a narrative feel for informative or argumentative pieces • Craft a short-story based podcast or vlog • Fictional letters to people who existed in the past 	<p>Suggestions include:</p> <ul style="list-style-type: none"> - allowing students to work together in small peer editing groups - having a spotlight time as a class at the end of each period for people to share (either in front of the class, in partners, or in small groups) based on what they created during class - have students apply to have their work featured in a specific space: outside the classroom, on a class blog, in a weekly newsletter, etc.

		Spotlight: Figurative Language - Literary Texts (StudySync Skill)		
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Instructional Notes:

Students should draft a clear plan for how they will grow as a narrative writer that includes each portion of the writing process including:

- Determining their purpose for writing
- Examining mentor texts
- Brainstorming
- Identifying their audience
- Gathering information
- Organizing their thoughts
- Quick writing or rough drafting
- Editing
- Revising
- Gathering feedback
- Adding multimedia components
- Publishing their work

A possible supporting resource would be this [Writer’s Process Checklist](#) that includes prompts for each step of the writing process for each genre of writing.

Consider using the following StudySync Skills resources to support convention work:

- Verbs - Consistent Verb Tenses
- Conjunctions - Coordinating Conjunctions
- Test Prep - Phrases and Clauses
- Sentence Structure - Complete Subjects and Predicates
- Sentence Structure - Complex Sentences
- Commas - Between Coordinate Adjectives

Suggestions of Accommodations and Modifications:

- Provide students with checklists of what an effective narrative includes.

Engaging Experience 3

Title: Informational/Expository Mastery

Suggested Time Length:
Will vary by student need

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Learning Target(s):

Success Criteria:

**Bloom’s
Taxonomy
Levels:**

**Webb’s
DOK:**

Same Learning Targets, Success Criteria, Bloom’s Levels, & Webb’s DOK as in Engaging Experiences 1-2

Supporting Standard(s):

- All standards from previous units.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Provide copies of informational/expository mentor texts students could possibly use to dig into this genre. These could include:</p> <p>Anything read over the course of the year</p> <p>Any Informational Text from StudySync → Filter by checking the boxes under Texts to select ‘Informational Text’ and ‘Grades 6-8’. Students are also welcome to search these on their own.</p> <p>Students may also</p>		<p>The goal is to work with small groups or individual students and help guide them to opportunities to ‘study’ that will directly improve their writing by focusing on what the next best step is for them. Some options include:</p> <p>Spotlight: Language, Style, and Audience - Informational Texts (StudySync Skill)</p> <p>Spotlight: Transitions - Informative Writing (StudySync Skill)</p> <p>Spotlight: Figurative Language -</p>	<p>Students can choose from a variety of options to experiment & continue to grow with their informative work. This can include, but is not limited to:</p> <ul style="list-style-type: none"> ● Crafting informational infographics on a variety of different topics ● Creating an informational presentation, podcast, or newscast ● Comparing different products (unbiased) to create a space where consumers could make an informed decision 	<p>Suggestions include:</p> <ul style="list-style-type: none"> - allowing students to work together in small peer editing groups - having a spotlight time as a class at the end of each period for people to share (either in front of the class, in partners, or in small groups) based on what they created during class - have students apply to have their work featured in a specific space: outside the classroom, on a class blog, in a weekly newsletter, etc.

<p>use any of the StudySync Blasts and filter by topic</p>		<p>Informational Texts (StudySync Skill)</p> <p>Organizing Informative Writing (StudySync Skill)</p> <p>Spotlight: Introductions OR Conclusions - Informative Writing (StudySync Skill)</p> <p>Spotlight: Style - Informative Writing (StudySync Skill)</p>	<p>● Researching & publishing informational writing focused on any variety of topics</p>	
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Instructional Notes:

Students should draft a clear plan for how they will grow as a informational/expository writer that includes each portion of the writing process including:

- Determining their purpose for writing
- Examining mentor texts
- Brainstorming
- Identifying their audience
- Gathering information
- Organizing their thoughts
- Quick writing or rough drafting
- Editing
- Revising
- Gathering feedback
- Adding multimedia components
- Publishing their work

A possible supporting resource would be this [Writer’s Process Checklist](#) that includes prompts for each step of the writing process for each genre of writing.

Consider using the following StudySync Skills resources to support convention work:

- Verbs - Consistent Verb Tenses
- Conjunctions - Coordinating Conjunctions
- Test Prep - Phrases and Clauses
- Sentence Structure - Complete Subjects and Predicates
- Sentence Structure - Complex Sentences
- Commas - Between Coordinate Adjectives

Engaging Experience 4

Title: Poetic Mastery

Suggested Time Length:
Will vary by student need

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Learning Target(s):

Success Criteria:

**Bloom's
Taxonomy
Levels:**

**Webb's
DOK:**

Same Learning Targets, Success Criteria, Bloom's Levels, & Webb's DOK as in Engaging Experiences 1-3

Supporting Standard(s):

- All standards from previous units.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Provide copies of poetry mentors texts students could possibly use to dig into this genre. These could include:</p> <p>Any Poetry from StudySync → Filter by checking the boxes under Texts to select 'Poetry' and 'Grades 6-8'. Students are also welcome to search these on their own.</p> <p>*Annabel Lee (StudySync Text)</p>		<p>The goal is to work with small groups or individual students and help guide them to opportunities to 'study' that will directly improve their writing by focusing on what the next best step is for them. Some options include:</p> <p>Recognizing Genre - Poetry (StudySync Skill)</p> <p>Figurative Language - Annabel Lee (StudySync Skill)</p> <p>Media - Annabel Lee or The Highwayman (StudySync Skill)</p>	<p>Students can choose from a variety of options to experiment & continue to grow with their poetic work. This can include, but is not limited to:</p> <ul style="list-style-type: none"> - Writing poems for a variety of topics and audiences - Creating a poetic journal, where they record their 'everyday' happenings & emotions in verse - Writing and producing songs with meaningful lyrics - Adding intentional 	<p>Suggestions include:</p> <ul style="list-style-type: none"> - allowing students to work together in small peer editing groups - having a spotlight time as a class at the end of each period for people to share (either in front of the class, in partners, or in small groups) based on what they created during class - have students apply to have their work featured in a specific space: outside the classroom, on a class blog, in a weekly newsletter, etc.

		Poetic Elements & Structure - Annabel Lee OR The Highwayman (StudySync Skill)	poetic elements to narrative, informational, or argumentative writing	
		Poetic Elements and Structure - Second Estrangement (StudySync Skill)	- Creating a poetic commercial or advertisement	
		Poetic Structure - Choices (StudySync Skill)		

Instructional Notes:

Students should draft a clear plan for how they will grow as a poetic writer that includes each portion of the writing process including:

- Determining their purpose for writing
- Examining mentor texts
- Brainstorming
- Identifying their audience
- Gathering information
- Organizing their thoughts
- Quick writing or rough drafting
- Editing
- Revising
- Gathering feedback
- Adding multimedia components
- Publishing their work

A possible supporting resource would be this [Writer’s Process Checklist](#) that includes prompts for each step of the writing process for each genre of writing.

Consider using the following StudySync Skills resources to support convention work:

- Verbs - Consistent Verb Tenses
- Conjunctions - Coordinating Conjunctions
- Test Prep - Phrases and Clauses
- Sentence Structure - Complete Subjects and Predicates
- Sentence Structure - Complex Sentences
- Commas - Between Coordinate Adjectives

Engaging Experience 5

Title: Argumentative Mastery

Suggested Time Length:
Will vary by student need

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Learning Target(s):

Success Criteria:

**Bloom’s
Taxonomy
Levels:**

**Webb’s
DOK:**

Same Learning Targets, Success Criteria, Bloom’s Levels, & Webb’s DOK as in Engaging Experiences 1-4

Supporting Standard(s):

- All standards from previous units.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Provide copies of argumentative mentors texts students could possibly use to dig into this genre. These could include:</p> <p>Anything used previously in the year</p> <p>Any Argumentative Text from StudySync → Filter by checking the boxes under Texts to select ‘Persuasive’ or ‘Speech’ and ‘Grades 6-8’.</p> <p>Students are also welcome to search these on their own.</p>		<p>The goal is to work with small groups or individual students and help guide them to opportunities to ‘study’ that will directly improve their writing by focusing on what the next best step is for them. Some options include:</p> <p>Spotlight: Transitions - Argumentative Writing (StudySync Skill)</p> <p>Arguments and Claims - All Together Now (StudySync Skill)</p> <p>Arguments and Claims - Reality TV and Society</p>	<p>Students can choose from a variety of options to experiment & continue to grow with their informative work. This can include, but is not limited to:</p> <ul style="list-style-type: none"> - Working in a group to research and ultimately debate a topic of their choosing - Writing an argumentative piece they intend to have published (letters to the editor, etc.) - Crafting a ‘Consumers Choose’ space where products, books, ideas, etc are 	<p>Suggestions include:</p> <ul style="list-style-type: none"> - allowing students to work together in small peer editing groups - having a spotlight time as a class at the end of each period for people to share (either in front of the class, in partners, or in small groups) based on what they created during class - have students apply to have their work featured in a specific space: outside the classroom, on a class blog, in a weekly newsletter, etc.

<p>Students may also use any of the StudySync Blasts and filter by topic</p>		<p>(StudySync Skill)</p> <p>Organizing Argumentative Writing (StudySync Skill)</p> <p>Recognizing Genre - Argumentative Texts (StudySync Skill)</p> <p>Spotlight: Arguments and Claims (StudySync Skill)</p> <p>Spotlight: Introductions OR Conclusions- Argumentative Writing (StudySync Skill)</p>	<p>ranked and compared to one another, based on research</p> <p>- Research high-interest pop culture happenings & take a position that is well-researched & showcases different perspectives</p>	
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Instructional Notes:

Students should draft a clear plan for how they will grow as an argumentative writer that includes each portion of the writing process including:

- Determining their purpose for writing
- Examining mentor texts
- Brainstorming
- Identifying their audience
- Gathering information
- Organizing their thoughts
- Quick writing or rough drafting
- Editing
- Revising
- Gathering feedback
- Adding multimedia components
- Publishing their work

A possible supporting resource would be this [Writer's Process Checklist](#) that includes prompts for each step of the writing process for each genre of writing.

Consider using the following StudySync Skills resources to support convention work:

- Verbs - Consistent Verb Tenses
- Conjunctions - Coordinating Conjunctions
- Test Prep - Phrases and Clauses
- Sentence Structure - Complete Subjects and Predicates
- Sentence Structure - Complex Sentences
- Commas - Between Coordinate Adjectives

Engaging Experience 6

Title: Student Empowerment Project Defense

Suggested Time Length:

1 block

Priority Standard(s):

- 7.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques.
- 7.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Learning Target(s):

Success Criteria:

**Bloom’s
Taxonomy
Levels:**

**Webb’s
DOK:**

Same Learning Targets, Success Criteria, Bloom’s Levels, & Webb’s DOK as in Engaging Experience 1-5

Supporting Standard(s):

- All standards from previous units.

<u>Read</u>	<u>Write</u>	<u>Study</u>	<u>Do</u>	<u>Share</u>
<p>Encourage students to read through their work 2 times:</p> <ul style="list-style-type: none"> • once evaluating ways they grew in their use of the writing process from the beginning to the end of the year • Once evaluating their use of voice, style, standard conventions, etc. 	<p>Have students write a short reflection on each piece they’ve created throughout this unit showcasing what they are most proud of that they did intentionally as a writer during each piece.</p>	<p>Look at examples of great defense projects including those linked here.</p>	<p>Create the space where all that you’ve created throughout your Empowerment blocks can be housed. If it is all in 1 piece, make sure each genre is clearly labeled. If it is a series of pieces, make sure it can all be viewed in a single space!</p>	<p>Have students complete a virtual gallery walk of some of their best pieces by collecting them in a Google Form or having students post them in a discussion board and give feedback. It’s great to celebrate all they’ve done!</p>

Instructional Notes:

Students will create a space where all of their pieces are housed as well as a reflection that would act like a “tour” through their work that showcases specific ways they grew as a result of their work throughout this unit.

Possible Assessment Description:

For this assessment, please take the time to link, write, and provide clear proof of how you used your class time during Empowerment days. You may choose as many of the following options as needed in order to showcase your work:

EVERYONE MUST provide a minimum of 3+ links to specific pieces of evidence that were created during PRIME days including, but not limited to:

- Providing links to blog posts
- Providing links to Google Docs/Presentations
- Providing images of anything on paper, written on a desk, or written on a whiteboard
- Providing a detailed summary of your time - what you did, how it went, your strengths and weaknesses, etc.
- Providing a detailed description of how you improved as a writer and reader, what strategies you used, which portions of the writing process you feel most confident in and which caused the most issues, etc.

Consider using the following StudySync Skills resources to support convention work:

- Verbs - Consistent Verb Tenses
- Conjunctions - Coordinating Conjunctions
- Test Prep - Phrases and Clauses
- Sentence Structure - Complete Subjects and Predicates
- Sentence Structure - Complex Sentences
- Commas - Between Coordinate Adjectives

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Empowerment Project Introduction	Students will be introduced to the culminating project that will show their mastery in multiple genres. Students will then plan out a timeline/calendar for their project.	1 Block
Narrative Mastery	Students will decide how to show mastery of narrative writing.	1-2 Blocks (will vary by student need)
Informational/ Expository Mastery	Students will decide how to show mastery of informational/expository writing.	1-2 Blocks (will vary by student need)
Poetic Mastery	Students will decide how to show mastery of poetic writing.	1-2 Blocks (will vary by student need)
Argumentative Mastery.	Students will decide how to show mastery of argumentative writing.	1-2 Blocks (will vary by student need)
Student Empowerment Project Defense	Students will create a space where all of their pieces are housed as well as a reflection that would act like a “tour” through their work that showcases specific ways they grew as a result of their work throughout this unit.	1 Block
Engaging Scenario	Students will use all engaging experiences above to create their individualized Student Empowerment Project that will prove mastery in all genres of writing as well as demonstrate a command of conventions.	Concurrent with Engaging Experiences