

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Desired Results

ESTABLISHED GOALS/STANDARDS	Transfer	
<p>W2: Informational/Explanatory</p> <ul style="list-style-type: none"> • W4: Clear writing • W5: Edit and revise • W6: Use technology • W9: Draw evidence • W7: Conduct research • W8: Gather information • L6: Use grade-appropriate language <p>RL1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RL7: Compare written to staged/audio <p>RL2: Determine Theme</p> <ul style="list-style-type: none"> • RL3: Analyze elements of a story • RL6: Analyze author’s purpose <p>RI1: Cite Textual Evidence</p> <ul style="list-style-type: none"> • RI4: Determine meaning of words and phrases • L4: Determine/clarify meaning of unknown words • L5: Figurative language <p>RI6: Determine Author’s Purpose</p> <ul style="list-style-type: none"> • RI5: Analyze structure author uses • RI9: Analyze multiple author’s writing on same topic • SL2: Analyze main ideas <p>SL1: Collaborative Discussions</p> <p>L1: Grammar-Writing/Speaking</p> <ul style="list-style-type: none"> • L3: Use knowledge of language <p>L2: Capitalization, Spelling, & Punctuation</p>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Write an informative paragraph. • Use textual evidence to support a conclusion. • Determine theme and support it with textual evidence. • Determine author's purpose in informative texts. • Use correct grammar skills. • Use collaborative skills. 	
	Meaning	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>Students will understand...</p> <ul style="list-style-type: none"> • Writing a strong informative paragraph requires textual evidence to support the conclusion. • Determining the author’s purpose and theme requires the use of multiple strategies. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What is textual evidence? • What is author’s purpose? • What is the purpose of informative texts? • How might readers determine meaning of words? • What skills are needed in collaborative discussion? • What skills are needed in the writing process (i.e. drafting, revising, and editing)?
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> • How to write an informative paragraph. • How to use textual evidence to support a conclusion. • How to determine theme and support it with textual evidence. • How to determine author's purpose in informative texts. • How to use correct grammar skills. • How to use collaborative skills. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Writing informative paragraphs. 	

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Evidence	
Evaluative Criteria	Assessment Evidence
District and Teacher Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> • Write paragraphs describing an opinion supporting with textual evidence in groups, and independently. • Brainstorm inferences about a text. • Peer edit each other's writing and then finish with teacher edit. • Compare and contrast two characters from a text in an informative paragraph. • Identify what events caused certain outcomes in a text and write an informative paragraph. • Identify a problem found in a text and present a possible solution to the problem in an informative paragraph. • Work in collaborative groups to determine theme of a text together and present findings to class with supporting textual evidence. • Independently determine the theme of a text and use textual evidence to support. • Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size. • Produce conclusions to comprehensive textual questions written in complete sentences. • Use a print and digital dictionary to find meanings of words from a text and determine between the actual meaning of a word (denotative) to the emotional meaning of a word (connotative). • Summarize the main events from a text. • Recognize main characters and their characteristics independently and in groups. • Recognize the two elements of setting from a text independently and in groups. • Take notes from a digital informative text. • Read and summarize main ideas from an informative text. • Analyze specific lines from informational and literary texts and recognize their meaning to the overall text. • Watch a movie version of a text and can compare and contrast the two versions.
<u>Paragraph Writing Checklist</u>	<p>OTHER EVIDENCE:</p> <p>Checklist can be used in cross-curricular classes for written assignments (i.e. journal entry, weekly written assignments, final project written assignments, research projects, etc.)</p>

KPBSD ELA CURRICULUM

7TH GRADE UNIT 2

Vocabulary		
Textual Evidence Quote Connotation Denotation	Paraphrase Analysis Fact	Text Dependent Analysis (TDA) Inference Opinion

Technology Skills

- I can...
- Use the home row and accurately type 40 words or more per minute using proper techniques.
 - Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.
 - Apply my existing knowledge to emerging technology.
 - Use spell and grammar proofing and thesaurus functions of a word processing program.
 - Transfer text, graphics, and charts from one document to another.
 - Use the Internet to find information in an efficient way.
 - Use advanced search features.
 - Back up files on storage medium.
 - Cite sources appropriately (e.g. MLA, APA, footnotes, endnotes, internal citation, bibliography, etc.).
 - Apply my existing knowledge to emerging technology.
 - Use headers and footers.
 - Use advanced key word searches and choose relevant sources when creating a product.
 - Explain plagiarism and behave in an ethical manner.
 - Use digital tools collaboratively.
 - Use a course or learning management system to access class pages, portfolios, class calendars, and grades.