



Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade 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

Scope and Sequence:

Time Frame	Unit	Instructional Topics
3-4 Weeks	Communication in ELA	Topic 1: Who am I as a writer? Topic 2: Communicating in a professional setting
7-8 Weeks	Crafting Story	Topic 1: Exploding a moment Topic 2: Crafting scenes Topic 3: Getting ready to craft a story
5-7 Weeks	Information Literacy - Research & Critical Thinking	Topic 1: The craft of informational writing Topic 2: Claim & evidence relationships Topic 3: Getting ready to craft and informational piece
6-7 Weeks	Text Structures--A Focus on Poetry	Topic 1: How literary elements empower writers Topic 2: Poetry analysis Topic 3: The power of language in poetry
6-7 Weeks	Art of the Argument	Topic 1: Argument out loud Topic 2: Crafting a written argument
3-5 Weeks	Culminating Unit--What Does it Mean to Be a Writer?	Topic 1: The final lap

	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 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: Communication in ELA

Subject: ELA Writing

Grade: 7

Name of Unit: Communication in ELA

Length of Unit: 3-4 weeks

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 workshop model in the classroom (2) growing writing endurance and (3) communicating professionally. 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.
 - a. 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.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’; questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A 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.SL.2.B Position body to face the audience when speaking, and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint

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

Supporting Standards for unit:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	Follow	apply	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	produce	create	2
writing with narrative, expository, and argumentative techniques	develop	create	3
rules for collegial discussions and decision-making	follow	understand	3
progress toward specific goals and deadlines	track	understand	2
individual roles as needed	define	understand	2
writing with consideration for the task, purpose, and audience	review	apply	3
writing with consideration for the task, purpose, and audience	revise	apply	3
writing with consideration for the task, purpose, and audience	edit	apply	3

technology, including the Internet	use	apply	2
writing	produce	create	4
writing	publish	apply	2
to sources	link	understand	2
to sources	cite	apply	2
with others	interact	apply	3
collaborate	collaborate	apply	3

Essential Questions:

1. How do workshop structures and procedures empower writing and reading?
2. How should you communicate in an academic setting?
3. Why is it important to communicate effectively?

Enduring Understanding/Big Ideas:

1. Allowing students time to read, write, study, do, and share daily encourages deep, life-long, and sustainable practices essential to good readers and writers.
2. Effective communication involves coming to class prepared, following the rules of discussions, posing questions and responding to others with relevant information. It also involves writing that is relevant, detailed, and coherent supported by a clear command of conventions to communicate ideas clearly.
3. It is important to communicate effectively so ideas are understood and the ideas of others are easily understood.

Unit Vocabulary:

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

Engaging Scenario 1

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

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 it's 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

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

Possible Thematic Texts

https://drive.google.com/drive/folders/1HwrqM1imuaG2egtQSaYvOguTpzlwKkgG?usp=s_haring

Topic 1: Who am I as a writer?

<p>ONGOING</p> <p>incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> ● Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) ● Quick Writes within all genres (informational, argument, narrative) ● Writing processes (prewriting, rough drafting, revising, editing, etc.) ● Build writing stamina ● COLLABORATION/CO-TEACHING opportunities with reading teacher have been intentionally embedded throughout each unit. ● Conventions (year-long) <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ★ Sentence Families (Simple, Compound, Complex) ★ Conjunctions ★ Verb Tense ★ Coordinate Adjectives </td><td style="vertical-align: top;"> <ul style="list-style-type: none"> ★ Clauses & Phrases ★ Modifiers (dangling & misplaced) ★ Quotations ★ Pronoun-Antecedent agreement ★ Subject-Verb Agreement </td></tr> </table> 	<ul style="list-style-type: none"> ★ Sentence Families (Simple, Compound, Complex) ★ Conjunctions ★ Verb Tense ★ Coordinate Adjectives 	<ul style="list-style-type: none"> ★ Clauses & Phrases ★ Modifiers (dangling & misplaced) ★ Quotations ★ Pronoun-Antecedent agreement ★ Subject-Verb Agreement
<ul style="list-style-type: none"> ★ Sentence Families (Simple, Compound, Complex) ★ Conjunctions ★ Verb Tense ★ Coordinate Adjectives 	<ul style="list-style-type: none"> ★ Clauses & Phrases ★ Modifiers (dangling & misplaced) ★ Quotations ★ Pronoun-Antecedent agreement ★ Subject-Verb Agreement 		

Engaging Experience 1

Title: Setting up Workshop & Writer's Notebooks

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- 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:

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

- d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Detailed Description/Instructions: 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)

Bloom's Levels: Understand & Create

Webb's DOK: 2, 3

Topic 2: Communicating in a Professional Setting

<p>ONGOING</p> <p>incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> • Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) • Quick Writes within all genres (informational, argument, narrative) • Writing processes (prewriting, rough drafting, revising, editing, etc.) • Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) • Build writing stamina • Conventions
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Engaging Experience 1

Title: Online Perception of You as a Writer

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- 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.e Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Supporting:

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

- d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Students will analyze multiple examples of both professional and unprofessional communications in order to define their own goals for communication.

Possible Activities:

- **Study:** Students will receive several examples of online writing (50% professional/positive perception and 50% unprofessional/negative perception). They will “judge” the individuals who composed each example and develop a rubric for judging online written communication (Note: Be sure that conventions are included in the rubrics students generate!).
- **Do:** Based on the rubrics that were developed, students will be asked to think of their own online communication and apply the rubric to their communication. Students will then complete a consensogram that displays how their own writing was judged based on the rubric they developed (For example, consensogram would have students place their dot on either “professional”, “unprofessional”, or “50/50”).
- **Share:** Discuss the implications for an unprofessional online perception. After the discussion of the consensogram, as a class, develop a list of online “rules” for creating a positive online perception through writing.

Bloom’s Levels: apply

Webb’s DOK: 1 & 3

Engaging Experience 2

Title: Professional E-mail Assessment

Suggested Length of Time: 1 Block

Standards Addressed

Priority:

- 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.e Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - f. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.

- a. 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.
- b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
- c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Students will compose 2 e-mails: 1 to their teacher outlining what they have learned about communication and 1 to their parent explaining what the class expectations are for online communication. Both 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, and development of coherent thoughts. Students will reflect upon their ability to communicate both professionally and casually, and how this will impact them in the future.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 3

Title: Curating Space for Authentic Audiences

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 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.e Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
- b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Have students understand the value of blogging as a communication tool and set up their own blog.

Possible Activities:

- **Read:** Relevant and engaging blogs.
- **Write:** What makes blogging a powerful and meaningful medium for communicating with authentic audiences?
- **Study:** Select 1 or more specific blog posts for students to study in order to determine the best methods for engaging their audience.
- **Do:** Have students create their own blogs. Allow them to design & potentially craft a welcome post.
- **Share:** Have students share their blog links through a Google Form and then read, possibly follow, and comment on the blogs of their peers.

Bloom's Levels: apply & create

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Who Am I as a Writer?	Setting up Workshop & Writer's Notebooks	<p>Establish workshop in classroom:</p> <ul style="list-style-type: none"> 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) 	2-3 Blocks
Communicating in a Professional Setting	Online Perception of You as a Writer	<p>Students will analyze multiple examples of both professional and unprofessional communications in order to define their own goals for communication.</p> <p>Possible Activities:</p> <p>Study: Students will receive several examples of online writing (50% professional/positive perception and 50% unprofessional/negative perception). They will “judge” the individuals who composed each example and develop a rubric for judging online written communication (Note: Be sure that conventions are included in the rubrics students generate!).</p> <p>Do: Based on the rubrics that were developed, students will be asked to think of their own online communication and apply the rubric to their communication. Students will then complete a consensogram that displays how their own writing was judged based on the rubric they developed (For example,</p>	1 Block

		<p>consensogram would have students place their dot on either “professional”, “unprofessional”, or “50/50”).</p> <p>Share: Discuss the implications for an unprofessional online perception. After the discussion of the consensogram, as a class, develop a list of online “rules” for creating a positive online perception through writing.</p>	
Communicating in a Professional Setting	Professional E-mail Assessment	<p>Students will compose 2 e-mails: 1 to their teacher outlining what they have learned about communication and 1 to their parent explaining what the class expectations are for online communication. Both 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, and development of coherent thoughts. Students will reflect upon their ability to communicate both professionally and casually, and how this will impact them in the future.</p>	1 Block
Communicating in a Professional Setting	Curating Space for Authentic Audiences	<p>Have students understand the value of blogging as a communication tool and set up a blog. Possible Activities:</p> <p>Read: Relevant and engaging blogs.</p> <p>Write: What makes blogging a powerful and meaningful medium for communicating with authentic audiences?</p> <p>Study: Select 1 or more specific blog posts for students to study in order to determine the best methods for engaging their audience.</p> <p>Do: Have students create their own blogs. Allow them to design & potentially craft a welcome post.</p> <p>Share: Have students share their blog links through a Google Form and then read, possibly follow, and comment on the blogs of their peers.</p>	1-2 Blocks

Unit 2: Crafting Story

Subject: ELA Writing

Grade: 7

Name of Unit: Elements of Literature

Length of Unit: 7-8 weeks

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 theme is tied to conflict and impacts plot development. Students will develop stories with a clear beginning, climax and end that showcase their use of these narrative techniques. To tie this back into the theme of “humanity,” 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 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.
 - a. 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting Standards for unit:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2.D Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.
- 7.RL.2.B Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	follow	apply	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	produce	create	2
writing with narrative techniques	develop	create	3
narratives including poems about real or imagined experiences	develop	create	3
a consistent point of view	establish	create	3
a consistent point of view	maintain	apply	3
include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details	include	create	3
the meaning of words and phrases as they are used in the text, including figurative and connotative	determine	apply	2

meanings using context, affixes, or reference materials.			
how specific word choices contribute to meaning and tone	analyze	analyze	3

Essential Questions:

1. How can the power of story be leveraged to communicate an essential message?
2. How does a writer create an engaging narrative piece?

Enduring Understanding/Big Ideas:

1. Through careful development of conflict, a writer can reveal a specific message to an audience through story craft.
2. A writer creates an engaging narrative by bringing to life realistic characters, visible settings, tangible descriptions, and using language to evoke emotions and create meaningful connections for the reader.

Unit Vocabulary:

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

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

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

Option 1: 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 conclusion (clearly promoting the central theme).

Option 2: Suppose a group of children or teens are struggling with a particular life lesson (patience, compassion, bullying, etc.). Compose an original, creative, and realistic short story that demonstrates an understanding of character development, dialogue, figurative language/word relationships that will appeal to the chosen audience and communicate a powerful theme/author's message.

Rubric for Engaging Scenario:

<https://docs.google.com/document/d/1lYzPyJSFv-9W1BQhO6W4ZfNqBFUP4VhL18KIf9Yq1x0/edit?usp=sharing>

Topic 1: Exploding a Moment

<p style="text-align: center;">ONGOING</p> <p style="text-align: center;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> ● Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) ● Quick Writes within all genres (informational, argument, narrative) ● Writing processes (prewriting, rough drafting, revising, editing, etc.) ● Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) ● Build writing stamina ● <i>Leverage the texts being used in Reading classroom (independent reading books, in-class short stories, etc.) for narrative craft analysis and mentor text(s)</i> ● Conventions
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Engaging Experience 1

Title: Narrative Pre-Assessment

Suggested Length of Time: 20 Minutes

Standards Addressed

Priority:

- 7.W.2.A.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.
 - a. 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 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: 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.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 2

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

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - b. 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.W.3.A.b 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: 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.

Possible Activities:

- **Read:** Utilize texts/excerpts from students’ Reading class and/or from their independent reading novels
- **Study:** Resources, guides, and examples from authors such as [Barry Lane](#) regarding “Exploding the Moment.”
(https://docs.google.com/document/d/1_6ONvn54kSQFDDSm8-LxAZWaazzRNbXLvpg2D_fEDVc/edit)

Bloom’s Levels: Analyze, Create

Webb’s DOK: 3

Engaging Experience 3

Title: Sensory Language that Establishes & Creates Mood

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - c. 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.W.3.A.b 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Students will infer the mood of various 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.

Possible Activities:

- **Study:** Examples of recut film trailers that change the trailer's intended mood by adjusting elements like pace, music, etc.
- **Create:** 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).

Bloom's Levels: Create, Analyze

Webb's DOK: 3

Engaging Experience 4

Title: Direct and Indirect Characterization

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - d. 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.W.3.A.b 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: 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.

Possible Activities:

Study: The STEAL method of indirect characterization (speech, thoughts, effect on others, actions, and looks).

Bloom's Levels: Analyze, Create

Webb's DOK: 3

Topic 2: Crafting Scenes

<p>ONGOING</p> <p>incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> • Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) • Quick Writes within all genres (informational, argument, narrative) • Writing processes (prewriting, rough drafting, revising, editing, etc.) • Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) • Build writing stamina • <i>Leverage the texts being used in Reading classroom (independent reading books, in-class short stories, etc.) for narrative craft analysis and mentor text(s)</i> • Conventions
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Engaging Experience 1

Title: Crafting an Effective Opening Scene

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - e. 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 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Examine several effective opening scenes of short stories in order to craft several examples of their own.

Study: Focus only on the exposition and possibly inciting action (depending on length) of 1-3 pieces.

****For example, the opening scene of The Last Leaf by O’Henry**

- **Share:** Have students discuss effective traits (jumping into the action, characterization, use of setting, hits at theme, effective dialogue scenes).
- **Do:** 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.
- **Share:** Allow students to share their opening scenes, receive feedback, and revise.

Bloom’s Levels: Analyze, Create

Webb’s DOK: 3

Engaging Experience 2

Title: Crafting an Effective Climax Scene

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - f. 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 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Examine several effective ending scenes of short stories in order to craft several examples of their own.

- **Study:** Focus only on the most intense scene (depending on length) of 1-3 pieces.
 - ****Possible Mini-Lesson:** [Determining how trajectory & resolution of a conflict impact the theme.](https://docs.google.com/document/d/1-qyEf4b8FBnNiszt9uo7i_p4tHiHTOWQmFW0Ckp0xhM/edit?usp=sharing) (https://docs.google.com/document/d/1-qyEf4b8FBnNiszt9uo7i_p4tHiHTOWQmFW0Ckp0xhM/edit?usp=sharing)
 - For example, the climax of A Sound of Thunder by Ray Bradbury or The Most Dangerous Game by Connell
- **Share:** Have students discuss effective traits (building tension in the climax, showcasing the turning point for characters that highlights theme).
- **Do:** 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 most intense scene (climax) of that story.
- **Share:** Allow students to share their climax scenes, receive feedback, and revise.

Bloom's Levels: Analyze, Create

Webb's DOK: 3

Engaging Experience 3

Title: Crafting an Effective Ending Scene

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - g. 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 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Examine several effective ending scenes of short stories in order to craft several examples of their own.

- **Study:** Focus only on the falling action (depending on length) of 1-3 pieces.
- ****For example, the ending scene of He-y, Come on Ou-t! By Hoshi**
- **Share:** Have students discuss effective traits (resolving conflict, showcasing final character changes, reiterating theme).
- **Do:** 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.
- **Share:** Allow students to share their opening scenes, receive feedback, and revise.

Bloom's Levels: Analyze, Create

Webb's DOK: 3

Topic 3: Getting Ready to Craft a Story

<p style="text-align: center;">ONGOING</p> <p style="text-align: center;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) Quick Writes within all genres (informational, argument, narrative) Writing processes (prewriting, rough drafting, revising, editing, etc.) Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) Build writing stamina <i>Leverage the texts being used in Reading classroom (independent reading books, in-class short stories, etc.) for narrative craft analysis and mentor text(s)</i> Conventions
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Engaging Experience 1

Title: Generating Ideas for Narrative

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - h. 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 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Select a variety of prompts to have students generate ideas and play with story roots that come from their own lives, experiences, interests, etc.

Possible Activities:

- For a block focused on idea generation, it is possible to structure the block with a focus on Write - Share - Write - Share.
- **Write:** 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.
- **Share:** Select 3 objects you have touched and share with a partner a story behind the object.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Planning for a Narrative

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - i. 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 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.d Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. *(priority)*
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. *(priority)*
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: 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. As a part of this process, they 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. This is designed to help the story students write meet the criteria they identified in Experience 2 regarding what makes a short story engaging and realistic.

Resource -

https://docs.google.com/document/d/1vX9G3oSNg1K_pMLHs23ZltdLsIP2cyWzW7vq8-LaET8/edit?usp=sharing

Bloom's Levels: Apply and Create

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Exploding a Moment	Narrative Pre-Assessment	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.	20 Minutes
Exploding a Moment	How to “Explode” a Moment - Playing with Expanding Time	<p>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.</p> <p>Possible Activities:</p> <p>Read: Utilize texts/excerpts from students’ Reading class and/or from their independent reading novels</p> <p>Study: Resources, guides, and examples from authors such as Barry Lane regarding “Exploding the Moment.”</p> <p>(https://docs.google.com/document/d/1_6ONvn54kSQFDDSm8-LxAZWaaZZRNbXLvpg2D_fEDVc/edit)</p>	2 Blocks
Exploding a Moment	Sensory Language that Establishes & Creates Mood	<p>Students will infer the mood of various 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.</p> <p>Possible Activities:</p> <p>Study: Examples of recut film trailers that change the trailer’s intended mood by adjusting elements like pace, music, etc.</p> <p>Create: Provide students with a “plain” text</p>	1-2 Blocks

		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).	
Exploding a Moment	Direct and Indirect Characterization	<p>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.</p> <p>Possible Activities:</p> <p>Study: The STEAL method of indirect characterization (speech, thoughts, effect on others, actions, and looks).</p>	1-2 Blocks
Crafting Scenes	Crafting an Effective Opening Scene	<p>Examine several effective opening scenes of short stories in order to craft several examples of their own.</p> <p>Study: Focus only on the exposition and possibly inciting action (depending on length) of 1-3 pieces.</p> <p>**For example, the opening scene of The Last Leaf by O'Henry</p> <p>Share: Have students discuss effective traits (jumping into the action, characterization, use of setting, hits at theme, effective dialogue scenes).</p> <p>Do: 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.</p> <p>Share: Allow students to share their opening scenes, receive feedback, and revise.</p>	2-3 Blocks
Crafting Scenes	Crafting an Effective Climax Scene	<p>Examine several effective ending scenes of short stories in order to craft several examples of their own.</p> <p>Study: Focus only on the most intense scene (depending on length) of 1-3 pieces.</p> <p>**Possible Mini-Lesson: Determining how</p>	1-2 Blocks

		<p>trajectory & resolution of a conflict impact the theme. (https://docs.google.com/document/d/1-qyEf4b8FBnNiszt9uo7i_p4tHiHTOWQmFW0Ckp0xhM/edit?usp=sharing)</p> <p>**For example, the climax of A Sound of Thunder by Ray Bradbury or The Most Dangerous Game by Connell</p> <p>Share: Have students discuss effective traits (building tension in the climax, showcasing the turning point for characters that highlights theme).</p> <p>Do: 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 most intense scene (climax) of that story.</p> <p>Share: Allow students to share their climax scenes, receive feedback, and revise.</p>	
Crafting Scenes	Crafting an Effective Ending Scene	<p>Examine several effective ending scenes of short stories in order to craft several examples of their own.</p> <p>Study: Focus only on the falling action (depending on length) of 1-3 pieces.</p> <p>**For example, the ending scene of He-y, Come on Ou-t! By Hoshi</p> <p>Share: Have students discuss effective traits (resolving conflict, showcasing final character changes, reiterating theme).</p> <p>Do: 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>Share: Allow students to share their opening scenes, receive feedback, and revise.</p>	1-2 Blocks
Getting Ready to Craft a Story	Generating Ideas for Narrative	<p>Select a variety of prompts to have students generate ideas and play with story roots that come from their own lives, experiences,</p>	1-2 Blocks

		<p>interests, etc.</p> <p>Possible Activities:</p> <p>For a block focused on idea generation, it is possible to structure the block with a focus on Write - Share - Write - Share.</p> <p>Write: 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>Share: Select 3 objects you have touched and share with a partner a story behind the object.</p>	
Getting Ready to Craft a Story	Planning for a Narrative	<p>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. As a part of this process, they 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. This is designed to help the story students write meet the criteria they identified in Experience 2 regarding what makes a short story engaging and realistic.</p> <p>Resource -</p> <p>https://docs.google.com/document/d/1vX9G3oS_Ng1K_pMLHs23ZltdLsIP2cyWzW7vq8-LaET8/edit?usp=sharing</p>	1-2 Blocks

Unit 3: Information Literacy - Research & Critical Thinking

Subject: ELA Writing

Grade: 7

Name of Unit: Information Literacy - Research & Critical Thinking

Length of Unit: 5-7 weeks

Overview of Unit: Students will experience what it looks like to conduct relevant and ethical research in order to support informational/expository writing. To tie this back into the theme of “humanity”, students will explore how the ability to research and communicate through informational/expository writing helps to deepen our understanding of the world, both elements that are known and experienced personally and those that are unknown. Elements of these skills are reinforced through the Reading curriculum.

Priority Standards for unit:

- 7.W.2.A.b 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.
 - b. 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 Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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. 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.RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting Standards for unit:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. (*priority*)
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the

conventions of Standard English grammar and usage, including spelling and punctuation.

- d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- 7.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	follow	apply	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	produce	create	2
writing expository techniques	develop	create	3
informative/explanatory writing	develop	create	3
a topic with relevant facts, examples, and details;	examine	understand	3
relationships between ideas and supporting evidence	establish	analyze	3
research to answer a question	conduct	apply	3
relevant sources, print and digital;	gather	apply	3
information using a standard citation system.	integrate	apply	3
relevant information from multiple print and digital sources,	gather	apply	3
search terms effectively;	use	apply	3
the credibility and accuracy of each source	assess	evaluate	3
the data and conclusions of others	quote	apply	2
the data and conclusions of others	paraphrase	apply	3
plagiarism	avoid	apply	2
a standard format for citation	follow	apply	2
conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	draw	analyze	4

by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	infer	analyze	4
by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	analyze	analyze	4

Essential Questions:

1. How do writers plan for, create, and support well-developed informational/expository writing?
2. How do ethical research practices provide the foundation for the success or failure of information-based communication?

Enduring Understanding/Big Ideas:

1. A well-developed informative piece contains a strong thesis, clear organization, concrete details, relevant facts, appropriate transitions, and precise language. Writers support informational/expository writing by conducting short research projects where they focus on collecting relevant information from multiple print and digital sources, using search terms effectively.
2. Ethical research practices provide the basis for credibility on the part of the communicator. It is essential to assess the credibility and accuracy of each source in order to draw accurate evidence to support analysis, reflection, and research. Sources should always be quoted or paraphrased to avoid plagiarism. This requires the use of a standard format for citation.

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 Scenario 1

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

The purpose of this engaging scenario is for students to collect a variety of evidence from multiple credible sources in order to produce an expository product that would be applicable in an authentic setting.

Possible Option:

The company you work for is struggling. They are in need of a new product or service that will boost sales and catapult them back toward the top of the market. As the newest member of the team, you know how important it is to present a viable idea that is creative, innovative, and research-based in order to keep your job.

Your goal is to develop the top product or service for your company. In order to do this, you will develop a product or service that fulfills a need (one that people will pay to have met!).

- Research in multiple areas (needs assessment, marketing, pricing, etc.) will need to be conducted in order to justify your decisions.
- Your boss has requested a short, written report of your proposal as well as a short presentation or pitch (3-5 minutes) you will give to the company's investment team.
- The investment team will listen to each presentation and determine whether they will fund or reject your proposal.
- Your product or service must be clearly explained and presented in an objective manner, supported through specific and documented research, and must prove how it fulfills a need.

Possible Option:

Create a reliable evidence-based WikiHow article on a selected or provided topic (i.e. *How to Survive in the Appalachian Wilderness*--possible collaboration opportunity on this project with Reading).

Possible Option:

Students identify a need in our community, world, or environment (i.e. plastic waste in our oceans). They use research to clarify the problem and to propose a solution.

Rubric for Engaging Scenario: [Investment Proposal Performance Task Project & Rubric](#)

Engaging Scenario 2

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

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

Topic 1: The Craft of Informational Writing

<p>ONGOING</p> <p>incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> • Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) • Quick Writes within all genres (informational, argument, narrative) • Writing processes (prewriting, rough drafting, revising, editing, etc.) • Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) • Build writing stamina • Conventions
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Engaging Experience 1

Title: Informative/Expository Pre-Assessment

Suggested Length of Time: 20 minutes

Standards Addressed

Priority

- 7.W.2.A.b 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.
 - b. 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 Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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. 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.RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. (*priority*)
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: 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.

Bloom's Levels: Analyze, Create

Webb's DOK: 2-3

Engaging Experience 2

Title: What's the focus?

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.b 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.

Supporting:

- 7.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others'; questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

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

Possible activities:

- **Study:** Focus only on the introduction of 1-3 diverse informational pieces which could include essays, articles, videos, infographics, etc.
 - **Could use the following document that 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: https://docs.google.com/document/d/1jxt72fus2EkH-Pyw5RPeuqvTai1XBe8uo_M7tHGBkGw/edit?usp=sharing
- **Do:** Provide students with a paragraph of “support” from a selected source, and ask students, “If this paragraph existed as part of your essay, what would be your topic and what might be your thesis statement?”

Bloom’s Levels: Analyze, Create

Webb’s DOK: 3

Engaging Experience 3

Title: Organization Matters

Suggested Length of Time:

Standards Addressed

Priority:

- 7.W.2.A.b 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.

Supporting:

- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’; questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

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

Possible Activities:

- **Study:** 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.

- **Do:** Create a thesis statement and general expository outline for a chosen topic of interest. For the “support” sections, have students describe the kind of information/evidence they would need when completing the piece.

Bloom’s Levels: Analyze, Create

Webb’s DOK: 3

Engaging Experience 4

Title: Relevant Support

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.b 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.

Supporting:

- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’; questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

Detailed Description/Instructions: Examine several effective informational pieces with multiple, specific examples of support that is relevant and tied to the thesis/main idea.

Possible Activities:

- **Study:** Focus on the WHY behind evidence that supports a statement and the variety of ways authors signal the evidence is connected (signal phrases). Examine how the evidence builds to mirror the organization of the piece.
- **Do:** Provide students with a variety of topics and allow them to select one. Based on their selected topic, provide them with an envelope of evidence slips--some of the evidence is directly related to the topic, some is moderately related, some not related at all. Kids are then tasked with writing a short informative blog entry (maybe titled “When Expository Goes Wrong”) wherein students write a short informative piece built around the selected topic and supported by the most unrelated possible evidence--the aim is still evidence evaluation, but the product is farcical and funny.

Bloom’s Levels: Analyze, Create

Webb’s DOK: 3

Topic 2: Claim & Evidence Relationships

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">ONGOING</p> <p style="text-align: center; font-size: 0.9em;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) Quick Writes within all genres (informational, argument, narrative) Writing processes (prewriting, rough drafting, revising, editing, etc.) Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) Build writing stamina Conventions
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Engaging Experience 1

Title: Giving Credit Where Credit is Due

Suggested Length of Time: 2-3 Blocks

Standards Addressed

Priority:

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

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

Possible Activities:

- Read:** Have students select a topic of their choosing from their Writer's Notebooks and find 1 article to read and annotate.
- Write:** Why is giving credit to original sources so important? How would you define plagiarism?
- Study:** A variety of examples of "Quote Sandwiches" that showcase how to use in-text citations.
- Do:** 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.
- Share:** Have students post their paragraphs to their blogs.

Bloom's Levels: Understand, Apply, Evaluate; **Webb's DOK:** 4

Engaging Experience 2

Title: Student-Choice Mini Research Project

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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 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.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Students should gather evidence from 3-4 different print and digital sources in order to answer their guiding research question. Students will create an infographic or blog post that illustrates the answer to their guiding question and includes specific, relevant, and correctly cited evidence.

Possible Activities:

Study: 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

Bloom's Levels: Apply, Evaluate

Webb's DOK: 3

Topic 3: Getting Ready to Craft an Informational Piece

<p style="text-align: center;">ONGOING</p> <p style="text-align: center;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> ● Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) ● Quick Writes within all genres (informational, argument, narrative) ● Writing processes (prewriting, rough drafting, revising, editing, etc.) ● Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) ● Build writing stamina ● Conventions
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Engaging Experience 1

Title: Building a Thesis Statement

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.b 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.
 - b. 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 Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:

- 7.RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students will select a topic for their upcoming informational/expository essay and create a thesis statement for the topic.

Potential activities:

- **Read:** Students will then complete research on their chosen topic with the purpose of defining their ideas on the topic.
- **Do:** Students will construct 3 different thesis statements that will be posted around the room.
- **Share:** Students will then complete a gallery walk and vote on the best thesis statements.
- **Write:** After the gallery walk, students will go back and revise their thesis statement and submit their final thesis to the teacher for review.

Bloom's Levels: Apply & Create

Webb's DOK: 2, 4

Engaging Experience 2

Title: Planning for Informational/Expository Writing

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- 7.W.2.A.b 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.
 - b. 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 Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:

- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

Detailed Description/Instructions: Students should create an outline for their informational/expository piece.

Potential activities:

- **Do:** Students will physically build an outline of their informational/expository piece using colored slips of paper. The thesis statement will be on its own color of paper and students will begin by generating a final statement that restates the thesis in a unique way (done on the same color of paper as the thesis). Next, students will generate 2-4 unique supporting claims that will ultimately prove their thesis statement. These are written on different colors than the thesis/conclusion statements. Students will then generate a research question (or set of questions) that will guide their search for relevant information and will compile at least 3-4 resources from multiple print and digital sources. As students find sources they want to use (ones that support their thesis or claims), they will write down the source information on a given sheet to be later used in a Works Cited page. They will also record different facts/pieces of information they find, one at a time, on a sheet of paper. Sources will then be color coded and each fact cut out separately. Students will then go through all of the facts/information they have collected and place each strip of paper (each fact) and place the ones that prove their thesis and supporting claims beneath the corresponding strips.
- **Share:** Students will then conference with each other and the teacher in order to determine if their order is logical and their evidence relevant.
 - ****Notes:** Here are two examples of what these outlines look like:
<https://docs.google.com/document/d/1lRhpJITSLd297nwkw1h1TY6vaHjgufQ0QyiuOx5xlQ0/edit?usp=sharing>

Bloom's Levels: Apply

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Craft of Informational Writing	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.	20 min
The Craft of Informational Writing	What's the focus?	Examine several effective informational pieces with clear thesis statements/main ideas in order to craft several examples of their own.	1-2 blocks
The Craft of Informational Writing	Organization Matters	Examine one complete informative piece (ex. an expository article or even an essay) and reverse-engineer an outline for the piece.	1-2 blocks
The Craft of Informational Writing	Relevant Support	Examine several effective informational pieces with multiple, specific examples of support that is relevant and tied to the thesis/main idea.	1-2 blocks
Claim & Evidence Relationships	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.	2-3 blocks
Claim & Evidence Relationships	Student Choice Mini Research Project	Students should gather evidence from 3-4 different print and digital sources in order to answer their guiding research question. Students will create an infographic or blog post that illustrates the answer to their guiding question and includes specific, relevant, and correctly cited evidence.	3-4 blocks
Getting Ready to Craft an Informational piece	Building a Thesis Statement	Students will select a topic for their upcoming informational/expository essay and create a thesis statement for the topic.	1-2 blocks

Getting Ready to Craft an Informational	Planning for Informational/Expository Writing	Students should create an outline for their informational/expository piece.	3 blocks
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Unit 4: Text Structures - A Focus on Poetry

Subject: ELA Writing

Grade: 7

Name of Unit: Text Structures - A Focus on Poetry

Length of Unit: 6-7 weeks

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. To tie this back into the theme of “humanity”, 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 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.
 - a. 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and **poems**, independently and proficiently.
- 7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.1.D Using appropriate texts, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.

- 7.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.

Supporting Standards for unit:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- 7.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others'; questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A 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.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
a writing process	follow	apply	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	produce	create	2
writing with narrative techniques	develop	create	3
narratives including poems about real or imagined	develop	create	3

experiences			
a consistent point of view	establish	create	3
a consistent point of view	maintain	apply	3
include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details	include	create	3
the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	determine	apply	2
how specific word choices contribute to meaning and tone	analyze	analyze	3
conclusions by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	draw	analyze	4
by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	infer	analyze	4
by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	analyze	analyze	4
literature, including poems, independently and proficiently	read	understand	2
literature, including poems, independently and proficiently	comprehend	understand	2
a written story, drama, or poem to its audio, filmed, staged, or multimedia version	compare	analyze	2
how the techniques unique to each medium contribute to meaning	analyze	analyze	2
the theme(s) of a text (using appropriate texts)	determine	understand	2
the relationship between the theme(s) and supporting evidence	explain	explain	3
the text distinct from personal opinions	summarize	understand	2
how a text's form or overall structure contributes to meaning	analyze	analyze	2

Essential Questions:

1. Why is it necessary to understand the structure of poetry and how it impacts understanding?
2. How does poetry influence a person's connection to the world around them?
3. How does an understanding of language allow a person to maximize their communication?

Enduring Understanding/Big Ideas:

1. The structure of poetry impacts audience understanding through the intentional organization of thoughts to create the best illustration of the author's message.
2. Poetry has the ability to create intense illustrations and emotional responses that play off of core human emotions, connecting the audience to shared experiences and common themes.
3. An understanding of language allows anyone to intentionally harness the power of words in order to impact the thinking, emotions, and responses of their audience, enhancing their ability to communicate effectively.

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

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

Poetry Slam:

Students will create, revise, and refine at least one poetic piece to prepare it for performance.
Students will perform their poem(s) for an audience.

Topic 1: How Literary Elements Empower Writers

<p style="text-align: center;">ONGOING</p> <p style="text-align: center;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> ● Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) ● Quick Writes within all genres (informational, argument, narrative) ● Writing processes (prewriting, rough drafting, revising, editing, etc.) ● Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) ● Build writing stamina ● Conventions
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Engaging Experience 1

Title: Poetry Uncaged

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.

Detailed Description/Instructions: 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.

Possible Activities:

- **Study:** 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.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 2

Title: Adding Poetry to My Own Writing Add an anecdotal “moment” to an informational piece?

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - a. 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.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.

Detailed Description/Instructions: 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.

Possible Activities:

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

Bloom’s Levels: Analyze, Create

Webb’s DOK: 3

Engaging Experience 3

Title: Finding Poetry In the Wild

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students will review 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.

Possible Activities:

- **Create:** Students use the texts selected to create found poems that communicate the message of the different excerpts in creative ways.

Bloom's Levels: Analyze, Create

Webb's DOK: 3

Topic 2: Poetry Analysis

ONGOING

incorporated within workshop mini-lessons throughout the unit.

- Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10)
- Quick Writes within all genres (informational, argument, narrative)
- Writing processes (prewriting, rough drafting, revising, editing, etc.)
- Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.)
- Build writing stamina
- Conventions

Engaging Experience 1

Title: A Picture is Worth 1,000 Words

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students will spend time analyzing a variety of pictures in order to practice the art of analysis in a more concrete and easy-to-access way before beginning this process with poetry.

Possible Activities:

- **Study:** Mini-lesson → What does it mean to analyze?
- **Create:** 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. Suggestion: Use Socratic questions to help them analyze each picture -

Socratic questions:

- What else could we assume?
- What alternative ways of looking at this are there?
- What are the consequences of our assumptions?
- Why is this important?
- What is the message?

- What is this analogous (or similar) to?
- What generalizations can you make?
- What is a counterargument for ideas that have been discussed?
- **Share:** After a think, pair, share, challenge students with a series of Socratic questions (listed above) to deepen their thinking.
- **Study:** Once each picture is finished, model a written analysis for students.
- **Create:** Have students analyze each picture deeply.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Picture Metaphors

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 7.W.2.A.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.
 - a. 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:

- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: Students will practice structuring well-crafted metaphors to create a baseline understanding of this concept.

Possible Activities:

- **Study:** Metaphorical thinking - What are metaphors? How can you recognize both simple and more complex metaphors?
- **Create:** 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)

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 3

Title: Figurative language 2.0: All Grown Up

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

Priority:

- 7.W.2.A.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.
 - a. 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:

- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Detailed Description/Instructions: 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.

Possible Activities:

- **Study:** 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
- **Create:** Have students create their own poems that include “grown-up” examples of each term
 - *This could be a series of small poems, or 1 poem that is continually revised/added to

Bloom’s Levels: Apply

Webb’s DOK: 3

Engaging Experience 4

Title: Poetic Structure

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.3.D Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.
- 7.RL.2.A Analyze how a text’s form or overall structure contributes to meaning.

Supporting:

- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

Detailed Description/Instructions: Students will study a variety of poetic texts that highlight specific elements of poetic structure.

Possible Activities:

- **Study:** Focus on elements of structure (stanzas, line breaks, rhyme scheme, repetition) in poetry
- **Study:** Find 2 poems (different authors with similar structures, different structures by the same author, etc.)
- **Question:** Why does the author make the structural decisions he/she makes?
- **Create:** Allow students to select 2 poems (either from a teacher-generated list or from a list of specific criteria) and compare and contrast the elements in structure in the two poems.
- **Share:** Conduct mini-socratic seminars in small groups where students discuss the reasons authors made structural decisions in the pieces they studied.

Bloom’s Levels: Understand & Apply

Webb’s DOK: 2

Topic 3: The Power of Language in Poetry

<p style="text-align: center;">ONGOING</p> <p style="text-align: center;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> ● Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) ● Quick Writes within all genres (informational, argument, narrative) ● Writing processes (prewriting, rough drafting, revising, editing, etc.) ● Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) ● Build writing stamina ● Conventions
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Engaging Experience 1

Title: Spoken Word Poetry

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 7.RL.3.A Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.
- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.

Supporting:

- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Detailed Description/Instructions: Students will experience a variety of spoken word poetry performances and discuss what makes them powerful and effective.

Possible Activities:

- **Study:** 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.

- **Create:** Have students write about how their understanding of the poem changed after hearing it performed versus reading it silently.
- **Share:** 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.
- **Study:** Present a second poem
- **Create:** Have students present an argument as to how the poem should be performed based on the language used in the poem.
- **Share:** Show the audio or visual version of the poem and have students compare their thoughts to the actual performance. As a ticket out the door, have students write about how hearing poems out loud contributes to their understanding of the poems they read.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Comparing Poems

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- 7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:

- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Detailed Description/Instructions: Students will analyze 2 poems centered on a single theme. Students should write a small literary analysis (1-2 paragraphs), showcasing what they discover about the poems and how the elements of poetry and poetic structure directly contribute to the poems' meanings.

Possible Activities:

- **Study:** Teachers should have a set of poems for students to choose from related to a variety of opposing topics (love & hate, joy & sorrow, gain & loss, etc.). Students will select 2 opposing poems about a similar topic and examine the language used to communicate the feelings in each poem as well as the images the poem creates for the student.

- **Create:** Students will produce a short presentation analyzing both the language and the images created by the author, being sure to use their knowledge of word choice and symbolism in their creation of the presentation. For example, if they are discussing the darkest sides of hate, colors in the presentation should be dark and help to communicate their meaning, etc.
- **Share:** While these are not full-scale presentations, students should be given the opportunity to share what they have created in small groups.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Two-Voice Poem

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- 7.W.2.A.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.
 - 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.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 7.RL.2.C Analyze how specific word choices contribute to meaning and tone.
- 7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Supporting:

- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Detailed Description/Instructions: 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.

Possible Activities:

- **Study:** Video examples of two-voice poetry performances (example: <https://www.youtube.com/watch?v=UCUz2b050IE>).

Bloom's Levels: Create

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
How Literary Elements Empower Writers	Poetry Uncaged	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.	2 blocks
How Literary Elements Empower Writers	Adding Poetry to My Own Writing	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.	1-2 blocks
How Literary Elements Empower Writers	Finding Poetry in the Wild	Students will review 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.	1 block
Poetry Analysis	A Picture is Worth 1,000	Students will spend time analyzing a variety of pictures in order to practice the	2 blocks

	Words	art of analysis in a more concrete and easy-to-access way before beginning this process with poetry.	
Poetry Analysis	Picture Metaphors	Students will practice structuring well-crafted metaphors to create a baseline understanding of this concept.	1 block
Poetry Analysis	Figurative Language 2.0: All Grown Up	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.	2 blocks
Poetry Analysis	Poetic Structure	Students will study a variety of poetic texts that highlight specific elements of poetic structure.	2 blocks
The Power of Language in Poetry	Spoken Word Poetry	Students will experience a variety of spoken word poetry performances and discuss what makes them powerful and effective.	1 block
The Power of Language in Poetry	Comparing Poems	Students will analyze 2 poems centered on a single theme. Students should write a small literary analysis (1-2 paragraphs), showcasing what they discover about the poems and how the elements of poetry and poetic structure directly contribute to the poems’ meanings.	2 blocks
The Power of Language in Poetry	Two-Voice Poem	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	2 blocks

		<p>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.</p>	
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Unit 5: Art of the Argument

Subject: ELA Writing

Grade: 7

Name of Unit: Art of the Argument

Length of Unit: 6-7 weeks

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. To tie this back into the theme of "humanity," students will explore how human rights are honored or denied through a variety of text explorations as they work toward writing an argumentative piece about one of several human rights topics.

Priority Standards for unit:

- 7.W.2.A.c 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.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A 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.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Supporting Standards for unit:

- 7.RI.2.D Evaluate an author’s argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.
- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
a writing process	follow	apply	2
clear and coherent writing in which the development is appropriate to task	produce	create	3
clear and coherent writing in which the development is appropriate to purpose	produce	create	3
clear and coherent writing in which the development is appropriate to audience	produce	create	3
clear and coherent writing in which the organization is appropriate to task	produce	create	3
clear and coherent writing in which the organization is appropriate to purpose	produce	create	3
clear and coherent writing in which the organization is appropriate to audience	produce	create	3
clear and coherent writing in which the style is appropriate to task	produce	create	3
clear and coherent writing in which the style is	produce	create	3

appropriate to purpose			
clear and coherent writing in which the style is appropriate to audience	produce	create	3
clear and coherent writing in which the voice is appropriate to task	produce	create	3
clear and coherent writing in which the voice is appropriate to purpose	produce	create	3
clear and coherent writing in which the voice is appropriate to audience	produce	create	3
writing with argumentative techniques	develop	apply	3
argumentative writing	develop	create	3
a claim with clear reasons and relevant evidence	introducing	apply	2
a claim with clear reasons and relevant evidence	supporting	apply	2
counterclaims	acknowledge	apply	2
relationships between claims and supporting evidence	establish	analyze	3
research to answer a question	conduct	apply	3
relevant sources, print and digital;	gather	apply	3
information using a standard citation system	integrate	apply	3
relevant information from multiple print and digital sources,	gather	apply	3
search terms effectively;	use	apply	3
the credibility and accuracy of each source	assess	evaluate	3
the data and conclusions of others	quote	apply	2
the data and conclusions of others	paraphrase	apply	3
plagiarism	avoid	apply	2
a standard format for citation	follow	apply	2
a speaker's argument and claims	delineate	analyze	2
reasoning in order to pose questions that elicit elaboration	evaluate	evaluate	3
reasoning in order to respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed	evaluate	evaluate	3

Essential Questions:

1. How does the structure of an argument contribute to the effectiveness of communicating one's position?
2. How does audience impact the style and organization of an argument?
3. Why is it important to understand how to deliver an argument both in writing and verbally?

Enduring Understanding/Big Ideas:

1. The structure of an argument allows one's position to be communicated effectively if claims are sound and logical, opposition is acknowledged, and audience is clear on the validity of the identified stance.
2. The style and organization of an argument must be specific to the identified audience in order to maximize the impact of the message on the intended target.
3. The ability to deliver an argument both in writing and verbally provides the ability for one to strongly communicate and defend a position in any situation life presents.

Unit Vocabulary:

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

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

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

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 contentions, supporting thinking with relevant evidence and warrants, acknowledging counter claims, and making final comments to summarize their position.

Rubric for Engaging Scenario:

Student debate rubric: <https://docs.google.com/document/d/18Xq75ThuUCV-yIQ8vCfjFcTuGVf9yPAFgS1Qh2JgWno/edit?usp=sharing>

Teacher scoring rubric: <https://docs.google.com/document/d/1se5uQipB5Nz62-mS29jb60Djm3KS4JXppEQAXPITFJg/edit?usp=sharing>

*Note: If doing the debate tournament, the following ISTE standards are addressed and it a great opportunity to assess ISTE 3 and ISTE 6.

- ISTE - KNOWLEDGE CONSTRUCTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Engaging Scenario 2

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

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.

Topic 1: Argument Out Loud

<p style="text-align: center; font-weight: bold; font-size: 1.2em;">ONGOING</p> <p style="text-align: center; font-size: 0.9em;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) Quick Writes within all genres (informational, argument, narrative) Writing processes (prewriting, rough drafting, revising, editing, etc.) Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) Build writing stamina Conventions
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Engaging Experience 1

Title: Listening for Argumentative Elements

Suggested Length of Time: 1-2 Blocks

Standards Addressed

Priority:

- 7.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

Supporting:

- 7.W.3.A 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.
 - Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.

Detailed Description/Instructions: 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 warrants, then reflect afterwards as to whether the presentation reinforced or altered their personal stance.

Possible Activities:

- **Write:** Students will craft an argumentative paragraph revealing their position (and related rationale) on a provided debatable topic.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 2

Title: Debate Structure & Example Analysis

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 7.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

Detailed Description/Instructions: Using a provided debate structure, students will observe and evaluate a sample debate.

Possible Activities:

- **Study:** Use an Individual Debate scoring rubric (like the one attached) and have students track what is happening as they watch the debate.
 - Sample rubric:
<https://docs.google.com/document/d/1134A3N6qpcACADGnEd7IJWBLs18Z2dhxsKG1gVc7Y2w/edit?usp=sharing>

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Mini-Debate

Suggested Length of Time: 2 Blocks

Standards Addressed

Priority:

- 7.W.2.A.c 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.
 - a. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.
- 7.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and

comments with relevant observations and ideas that bring the discussion back on topic as needed.

- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A 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.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Supporting:

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

Detailed Description/Instructions: 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.

Possible Activities:

- **Study:** A shared, accessibly-leveled text like *Goldilocks and the Three Bears*
<https://drive.google.com/open?id=1e08MX4EWQ9mFwBL-44wVz9YnUcJnjOJu>
- **Write:** 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.
 - Case template:
https://docs.google.com/document/d/145AH4cvUn_4t5YUSrBP_ohM1Kzd9HGdOATxVm37Q06w/edit?usp=sharing
 - Debate sentence starters:

<https://docs.google.com/document/d/1YSAq9pU9QePCYK3wIRC3bIWlUQcxUEtxlTrOq97qg/edit?usp=sharing>

- **Share:** Have students conduct their debates.
 - Suggestion: use the timings noted on the Individual Debate Rubric in Engaging Experience 2.

Bloom's Levels: Analyze, Create

Webb's DOK: 4

Engaging Experience 4

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

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- 7.SL.1.B Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.

Supporting:

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

Detailed Description/Instructions: 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.

Bloom's Levels: Create

Webb's DOK: 3

Topic 2: Crafting a Written Argument

<p style="text-align: center;">ONGOING</p> <p style="text-align: center;">incorporated within workshop mini-lessons throughout the unit.</p>	<ul style="list-style-type: none"> ● Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10) ● Quick Writes within all genres (informational, argument, narrative) ● Writing processes (prewriting, rough drafting, revising, editing, etc.) ● Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.) ● Build writing stamina ● Conventions
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Engaging Experience 1

Title: Argumentative Writing Mini-Analysis

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- 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.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Supporting:

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

- d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Detailed Description/Instructions: Using the topic that they most recently debated on for their Engaging Scenario debate, 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.

Bloom's Levels: create

Webb's DOK: 2

Engaging Experience 2

Title: Where Does Pathos Belong?

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- 7.W.2.A.c 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.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.

Supporting:

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

Detailed Description/Instructions: Students view additional argumentative/persuasive videos with the intention of determining the role of pathos in an argument.

Possible Activities:

- **Study:** 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. Once they have finished watching the 2 videos, have students decide what level emotion should

play in their own piece of writing.

- **Create:** In groups, students will make arguments about the role emotion should play in argumentative speaking and in writing. At the end of class, students will make a claim about the importance of emotion in their own thesis as a ticket out the door.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 3

Title: Developing Logos for Your Argument

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting:

- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.RI.2.B Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.

Detailed Description/Instructions: Students will determine their chosen argumentative topic and perform research in preparation for writing their essay.

Possible Activities:

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?

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.

Bloom's Levels: Apply

Webb's DOK: 3

Engaging Experience 4

Title: Final Argumentative Essay Preparation

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.c 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, and establishing relationships between claims and supporting evidence.

Supporting:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

Detailed Description/Instructions: Students will create an argumentative essay.

Possible Activities:

- **Study:** Mini-lessons would include:
 - Claim (Thesis)
 - 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

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Argument Out Loud	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 (one that presents a claim and provides supportive evidence and reasoning). Students will identify the speaker's claim, evidence, and warrants, then reflect afterwards as to whether the presentation reinforced or altered their personal stance.	1-2 blocks
Argument Out Loud	Debate Structure and Example Analysis	Using a provided debate structure, students will observe and evaluate a sample debate.	1 block
Argument Out Loud	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. 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.	2 blocks
Argument Out Loud	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.	3 blocks

Crafting a Written Argument	Argumentative Writing Mini-Analysis	Using the topic that they most recently debated on for their Engaging Scenario debate, 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.	30 min
Crafting a Written Argument	Where does Pathos Belong?	Students view additional argumentative/persuasive videos with the intention of determining the role of pathos in an argument.	1 block
Crafting a Written Argument	Developing Logos for Your Argument	Students will determine their chosen argumentative topic and perform research in preparation for writing their essay.	2-3 blocks
Crafting a Written Argument	Final Argumentative Essay Preparation	Students will create an argumentative essay.	3-4 blocks

Unit 6: Culminating Unit - What Does it Mean to Be a Writer?

Subject: ELA Writing

Grade: 7

Name of Unit: Culminating Unit - What Does it Mean to Be a Writer?

Length of Unit: 3-5 weeks

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, and they'll explore a provided theme through those different lenses. 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.
 - a. 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.
 - b. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.
 - c. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.
- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Supporting Standards for unit:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
- b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
- c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
- d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.
- 7.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’; questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- 7.SL.1.C Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.
- 7.SL.2.A 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.SL.2.B Position body to face the audience when speaking and make eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.
- 7.SL.2.C Plan and deliver appropriate presentations based on the task, audience, and purpose, including multimedia components in presentations to clarify claims and findings and emphasize significant points.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
a writing process	follow	apply	3
clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience	produce	create	2
writing with narrative techniques	develop	create	3
narratives including poems about real or imagined experiences	develop	create	3
a consistent point of view	establish	create	3
a consistent point of view	maintain	apply	3
include clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details	include	create	3

writing expository techniques	develop	create	3
informative/explanatory writing	develop	create	3
a topic with relevant facts, examples, and details; relationships between ideas and supporting evidence	examine	understand	3
writing with argumentative techniques	develop	apply	3
argumentative writing	develop	create	3
a claim with clear reasons and relevant evidence	introducing	apply	2
a claim with clear reasons and relevant evidence	supporting	apply	2
counterclaims	acknowledge	apply	2
relationships between claims and supporting evidence	establish	analyze	3
research to answer a question	conduct	apply	3
relevant sources, print and digital; information using a standard citation system.	gather	apply	3
relevant information from multiple print and digital sources,	gather	apply	3
search terms effectively;	use	apply	3
the credibility and accuracy of each source	assess	evaluate	3
the data and conclusions of others	quote	apply	2
the data and conclusions of others	paraphrase	apply	3
plagiarism	avoid	apply	2
a standard format for citation	follow	apply	2

Essential Questions:

1. How does language influence the world?
2. How can your words have an impact on the world?

Enduring Understanding/Big Ideas:

1. Language influences the world because of its ability to create images, inspire emotional responses, shift thinking, and draw people together in pursuit of a common goal. Language surrounds us every day and our thoughts, actions, behaviors, and feelings are largely dictated by the words we see and hear.
2. Learning to communicate effectively is powerful. When we understand how to construct words in meaningful and purposeful ways, whether in speaking or in writing, we harness the power to influence the thinking, actions, and behaviors of others.

Unit Vocabulary:

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

Engaging Scenario

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

Option 1: Students review a selection of their writing across genres from throughout the year. Students select one example of each genre that they've created (narrative, poetry, expository, and argumentative) and revise/edit them to their greatest potential. Students create a final portfolio with these pieces including reflections on their growth in each genre.

Option 2: Complete the multi-genre project in direct relationship with the Create Your Own Country project that will be occurring in Social Studies at this time.

Option 3: In groups, students produce a podcast episode around a specific theme (student-selected or teacher-provided). The episode must include a variety of genres (ex. a short story, a poem, an interview, etc.).

Topic 1: The Final Lap

ONGOING

incorporated within
workshop mini-lessons
throughout the unit.

- Suggested workshop structure: Read (5 min), write (10-15 min), study (15 min), do (30-40 min), share (5-10)
- Quick Writes within all genres (informational, argument, narrative)
- Writing processes (prewriting, rough drafting, revising, editing, etc.)
- Writing attributes specific to genre (examples include purpose, tone, word choice, organization, transitions, etc.)
- Build writing stamina
- Conventions

Engaging Experience 1

Title: Multi-Genre Project

Suggested Length of Time: 7-12 blocks

Standards Addressed

Priority:

- 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:

- 7.W.3.A Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. 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.
 - b. Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.
 - c. Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
 - d. Use effective transitions to clarify relationships, connect ideas and claims, and signal time shifts.
 - e. Use technology, including the Internet, to produce and publish writing, link to and cite sources, and interact and collaborate with others.

- 7.W.1.A Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. 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.

Detailed Description/Instructions: Students will create a multi-genre project related to a specific theme (either teacher-generated or student-generated). Students should be encouraged to take their writing from each genre to another level.

Bloom's Levels: Create

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Final Lap	Multi-Genre Project	Students will create a multi-genre project related to a specific theme (either teacher-generated or student-generated). Students should be encouraged to take their writing from each genre to another level.	7-12 blocks

Unit of Study Terminology

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.