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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 7th Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Formal presentations require preparation and effective delivery | | | | | | RWC10-GR.7-S.1-GLE.1 |
| 1. Small and large group discussions rely on active listening and the effective contributions of all participants | | | | | | RWC10-GR.7-S.1-GLE.2 |
| 1. Reading for All Purposes | 1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts | | | | | | RWC10-GR.7-S.2-GLE.1 |
| 1. Informational and persuasive texts are summarized and evaluated | | | | | | RWC10-GR.7-S.2-GLE.2 |
| 1. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts | | | | | | RWC10-GR.7-S.2-GLE.3 |
| 1. Writing and Composition | 1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features | | | | | | RWC10-GR.7-S.3-GLE.1 |
| 1. Organization is used when composing informational and persuasive texts | | | | | | RWC10-GR.7-S.3-GLE.2 |
| 1. Editing writing for proper grammar, usage, mechanics, and clarity improves written work | | | | | | RWC10-GR.7-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources | | | | | | RWC10-GR.7-S.4-GLE.1 |
| 1. Logical information requires documented sources | | | | | | RWC10-GR.7-S.4-GLE.2 |
| 1. Reasoned material is evaluated for its quality using both its logic and its use of a medium | | | | | | RWC10-GR.7-S.4-GLE.3 |
| **Colorado 21st Century Skills** | | **Text Complexity** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | |  | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Stories Shape Us (Conflict, Identity) | | | 8-9 weeks | | | 1 | |
| Living in a Googled World (Inquiry) | | | 8-9 weeks | | | 2 | |
| Everything’s An Argument (Perspective) | | | 8-9 weeks | | | 3 | |
| Why Words Matter (Communication) | | | 8-9 weeks | | | 4 | |

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| **Unit Title** | Stories Shape Us | | | | **Length of Unit** | 8-9 Weeks | | |
| **Focusing Lens(es)** | Conflict  Identity | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.7-S.1-GLE.1  RWC10-GR.7-S.1-GLE.2  RWC10-GR.7-S.2-GLE.1 | | | | RWC10-GR.7-S.3-GLE.1  RWC10-GR.7-S.3-GLE.3  RWC10-GR.7-S.4-GLE.1  RWC10-GR.7-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):** | * How do stories reflect cultural values and shape citizens? (RWC10-GR.7-S.2-GLE.1-IQ.1) and (S.2-GLE.1-IQ.1; S.2-GLE.1-IQ.2) * How does understanding conflict impact our understanding of a story and ourselves? * What makes some stories timeless? (RWC10-GR.7-S.2-GLE.1-N.1) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Conflict (internal/external), Identity, Relationships, Connections, Beliefs, Choices, Perspective, Collaboration, Consequences | | Inferences, Mood/Tone, Theme, Summary, Evaluation, Analysis, Characters/Characterization | | | | Story elements (setting), Narrative/Poetic techniques, Organization/sequence, Point of view  Editing | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| A deep analysis of literary texts and the study of characterization, cultivates an understanding of personal/cultural identities and a range of interpretations. (RWC10-GR.7-S.2-GLE.1-IQ.1; IQ.3; RA.1) and (RWC10-GR.7-S.3-GLE.1-IQ.4) | Which characters are most memorable to you and what aspects of those characters do you remember? (RWC10-GR.7-S.2-GLE.1-IQ.3) | How do authors develop characters?  How does characterization help readers identify with characters?  Why do certain characters resonate with the audience? |
| Differences in beliefs and perspectives between characters generate conflict in stories which provides insight into real-world conflicts. (RWC10-GR.7-S.3-GLE.1-RA.1; IQ.2) and (RWC10-GR.7-S.2-GLE 1-IQ.4; N.1) | What contributed to the conflict in this text?  What types of conflict exist in stories? | How might the outcome have been different if the character had made a different decision? |
| The comparing and contrasting of texts broadens a reader’s perspective and facilitates deeper connections to diverse media and points of view. (RWC10-GR.7-S.2-GLE.1-EO c.i, ii; N.1) | What similarities and/or differences can a reader find when examining (text) and (text)? | Why is it important to consider a variety of texts when forming opinions? |
| Story elements guide the writer’s craft by providing a range of techniques and style possibilities. (RWC10-GR.7-S.3-GLE.1-IQ.1, 3, 5; RA.2; N.1, 2) | What is the definition of ‘theme’? (RWC10-GR.7-S.2-GLE.1-EO.a.ii) | How do we determine a theme in a story?  Why is theme important? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Story elements including character, conflict, point of view, plot, setting, etc. (RWC10-GR.7-S.2-GLE.1-EO.a.ii-iv) * Narrative techniques and genre features (RWC10-GR.7-S.3-GLE.1-EO.a.iii) * The writing process (RWC10-GR.7-S.3-GLE.1-EO.a.b) * Difference sentence types (simple, compound, complex, and compound-complex) (RWC10-GR.7-S.3.GLE.3-EO.b.ii) * Standard conventions for capitalization, spelling and punctuation (RWC10-GR.7-S.3-GLE.1-EO.b) and (RWC10-GR.7-S.3-GLE.3) * Expectations for effective discussions and active listening (RWC10-GR.7-S.1-GLE.2.-EO.a; IQ.ALL; N.1, 2) | * Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RWC10-GR.7-S.2-GLE.1-EO.a.i) * Determine a theme or central idea of a text and support using text-based evidence (RWC10-GR.7-S.2-GLE.1-EO.a.ii) * Analyze how particular elements of a story interact (RWC10-GR.7-S.2-GLE.1-EO.a.iii) * Compare and contrast two or more texts for theme, style, plot, - etc. (RWC10-GR.7-S.2-GLE.1-EO.c.i,ii) * Compose a narrative using a range of literary techniques (RWC10-GR.7-S.3-GLE.1-EO.a) * Revise and edit a narrative (RWC10-GR.7-S.3-GLE.1-EO.b, RWC10-GR.7-S.3-GLE.3-EO.a, b, c, e) * Engage effectively in a range of collaborative discussions (RWC10-GR.7-S.1-GLE.2.-EO.a) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *In the story “Seventh Grade” by Gary Soto the reader can infer that the main character’s conflict is the result of his internal struggle to impress a classmate.* |
| **Academic Vocabulary:** | Analysis, Evidence, Citing/citation, Summarize, Determine, Compare/contrast, Infer/inference, Collaboration, Identity, Resonate | |
| **Technical Vocabulary:** | Characterization, Setting, Mood, Tone, Plot, Theme, Conflict (internal/external), Point of view, Narrative/literary | |

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| **Unit Title** | Living in a Googled World | | | | **Length of Unit** | 8-9 weeks | | |
| **Focusing Lens(es)** | Inquiry  Discovery | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.7-S.1-GLE.2  RWC10-GR.7-S.2-GLE.2  RWC10-GR.7-S.2-GLE.3  RWC10-GR.7-S.3-GLE.2  RWC10-GR.7-S.3-GLE.3 | | | | RWC10-GR.7-S.4-GLE.1  RWC10-GR.7-S.4-GLE.2  RWC10-GR.7-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):** | * How does inquiry impact and possibly change our thinking? (RWC10-GR.7-S.4-GLE.3-RA.1) * How do historical or social contexts impact our understanding of texts? (RWC10-GR.7-S.2-GLE.3-N.2) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Inquiry, Collaboration/cooperation, Problem-solving, Choice, Change, Balance, Connections, Discovery, Interaction, Complexity, Ethics, Cause/effect, Fact/opinion | | Analyze, Summarize, Evaluate/interpret, Clarify, Synthesize, Determining credibility, infer, question, make connections | | | | Structure/format, organization (including transitions), composing/editing/revision, word choice/ vocabulary | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Research stimulates inquiry and discovery and provides writers with new information and perspectives. (RWC10-GR.7-S.3-GLE.2-EO.b) and (RWC10-GR.7-S.4-GLE.1-RA.1; N.2) | What questions were answered in the previous text(s)/research? (RWC10-GR.7-S.4-GLE.1.EO.a) | How are multiple sources valuable when you are learning new information? (RWC10-GR.7-S.2-GLE.2-IQ.3) |
| Connections between texts provide researchers with balanced and organized viewpoints. (RWC10-GR.7-S.2-GLE.2-EO.c.iv) and (RWC10-GR.7-S.4-GLE.1-N.1) | What are the differences and similarities between (text) and (text)? | How does using multiple perspectives and points of view expand people’s thinking? (RWC10-GR.7-S.4-GLE.3-IQ.3) |
| Responsible researchers evaluate sources for credibility and cite information accurately and ethically to acknowledge the work of others. (RWC10-GR.7-S.4-GLE.1-EO.b; RA.2) | What is a primary source? What is a secondary source? (RWC10-GR.7-S.1-GLE.1-RA.3)  Which of the following sources is most/least credible? Why? (RWC10-GR.7-S.1-GLE.1-IQ.3) and (RWC10-GR.7-S.4-GLE.3-N.3) | Why is it important to use effective research strategies when finding information on a topic? (RWC10-GR.7-S.1-GLE.1-IQ.2)  What are the implications if people receive poor, unreliable information? How does that influence outcomes? (RWC10-GR.7-S.4-GLE.3.-IQ.8) |
| Researchers analyze word choice and differentiate word meanings of technical and domain-specific vocabulary to enhance informational writing. (RWC10-GR.7-S.2-GLE.2-EO.b) and (RWC10-GR.7-S.3-GLE.2-EO.b) | When examining the word [contract] how does a writer select the correct usage? (RWC10-GR.7-S.2-GLE.3-IQ.2)  What does the Greek root “thermo” mean? (RWC10-GR.7-S.2-GLE.3-IQ.1) | How can use of vocabulary help or hinder a piece of writing? (RWC10-GR.7-S.3-GLE.3-IQ.3)  Why does word choice play such an important part in writing?  How does understanding affixes and roots assist writers in using precise and accurate vocabulary? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * The difference between paraphrasing and plagiarizing (RWC10-GR.7-S.1-GLE.1-RA.1) * The difference between a main idea and supporting details (RWC10-GR.7-S.1-GLE.2-EO.b) * The features (including text and visual representations) and formatting options present in informational text (RWC10-GR.7-S.2-GLE.2-EO.b.ii, iii) * The ways that researchers use and organize multiple sources (RWC10-GR.7-S.2-GLE.2-EO.c) and (RWC10-GR.7-S.4-GLE.2-EO.a) and (RWC10-GR.7-S.4-GLE.1-IQ.1-3; RA. 3-6) and (RWC10-GR.7-S.4-GLE.2-IQ.4, N.2) * Methods that researchers use to identify a topic and develop an idea to explore (RWC10-GR.7-S.3-GLE.2-RA.2) and (RWC10-GR.7-S.4-GLE.1-EO.a.i) * The uses of general and specialized referenced materials in the research and writing process(RWC10-GR.7-S.2-GLE.3-EO.a; RA.1; N.1-2) * The writing process, including conducting research (RWC10-GR.7-S.4-GLE.1.EO.a, b, c.) | * Paraphrase and summarize a variety of texts (RWC10-GR.7-S.1-GLE.1-RA.1) and (RWC10-GR.7-S.1-GLE.2-RA.1) and (RWC10-GR.7-S.4-GLE.2-IQ.1) * Analyze main ideas and details from a variety of sources and apply information to research question (RWC10-GR.7-S.1-GLE.2-EO.b) and (RWC10-GR.7-S.4-GLE.3-EO.b) * Evaluate the credibility of a variety of sources and cite accurately and ethically (RWC10-GR.7-S.2-GLE.2-EO.a.i) and (RWC10-GR.7-S.4-GLE.2-RA.1,3; N.1) * Analyze the structure and format of informational texts (RWC10-GR.7-S.2-GLE.2-EO.b.ii) * Interpret a variety of graphical representations and connect them to information in the text (RWC10-GR.7-S.2-GLE.2-EO.b.ii, iii) * Organize and synthesize information from multiple sources (RWC10-GR.7-S.2-GLE.2-EO.c.iv) and (RWC10-GR.7-S.4-GLE.2-EO.a) * Use a variety of strategies to determine word meaning and usage (RWC10-GR.7-S.2-GLE.3-EO.a; RA.1-3, N.1-2) * Conduct research project to answer a question, drawing on several relevant sources. (RWC10-GR.7-S.4-GLE.1.EO.a-ALL, b.-ALL, c.) * Compose an informative text based on research (RWC10-GR.7-S.3-GLE.2-EO.b – ALL, S.4-GLE.2-EO.b-c) * Revise and edit an informative text (RWC10-GR.7-S.3-GLE.3-EO.a-ALL, b.ii, c., d., e.i, ii, v, vi, vii, viii, f.) * Correctly cite and reference resources (direct and indirect) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *By effectively investigating research pertaining to global warming and exploring the research question (How has our climate changed between the 20th and 21st century?), I learned that different groups hold varied beliefs regarding the causes of climate change.* |
| **Academic Vocabulary:** | Plagiarism, Paraphrase, Credibility, Differentiate, Analyze, Summarize, Synthesize, Evaluate, Clarify, Interpret, Citing/citation/works cited, Determining and establishing credibility, Primary/secondary sources, Claims, Evidence | |
| **Technical Vocabulary:** | Text/topic dependent based on research question (Ex: global warming, climate change, etc.) | |

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| **Unit Title** | Anything’s An Argument | | | | **Length of Unit** | 8-9 weeks | | |
| **Focusing Lens(es)** | Influence | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.7-S.1-GLE.1  RWC10-GR.7-S.1-GLE.2  RWC10-GR.7-S.2-GLE.2 | | | | RWC10-GR.7-S.3-GLE.2  RWC10-GR.7-S.3-GLE.3  RWC10-GR.7-S.4-GLE.1  RWC10-GR.7-S.4-GLE.2  RWC10-GR.7-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):** | * How and why do people try to influence others? * How do these people consider the needs and wants of the audience? (RWC10-GR.7-S.1-GLE.2-RA.2) | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Influence, Bias, Perspective, Balance, Diversity, Conflict/Argument, Value, Passion, Communication, Credibility, Speakers | | Ethos, pathos, logos, paraphrasing, Analysis, Evaluation, Synthesis, Claims/evidence Compare/contrast, Cause/effect, Fact/opinion | | | | Range of rhetorical devices to persuade/argue, Writing process – composing/revising/editing, Word choice, Presentation skills/speech/formal style, Audience and purpose, Persuasive devices | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Audiences/readers can make informed decisions about the influence of a text when they recognize a writers’ possible bias/slant. (RWC10-GR.7-S.4-GLE.3-RA.2) | What is bias? What is slant? What are common logical fallacies? (RWC10-GR.7-S.4-GLE.3-RA.1) and (RWC10-GR.7-S.4-GLE.3-IQ.1) | How do consumers sort for accuracy, clarity and organization to make informed decisions? (RWC10-GR.7-S.2-GLE.2-RA.3) and (RWC10-GR.7-S.4-GLE.3-IQ.2) |
| Multiple perspectives help develop an informed understanding of an issue/idea. (RWC10-GR.7-S.2-GLE.2-b.iv, c) | What is the difference between a fact and an opinion? What is an example of fact in (text)? What is an example of opinion in (text)? (RWC10-GR.7-S.2-GLE.2-IQ.2) | How can readers distinguish between facts and an author’s opinion? Why does this matter? (RWC10-GR.7-S.2-GLE.2-N.1) |
| Author’s use compelling claims, relevant evidence and persuasive devices to effectively communicate their perspective. (RWC10-GR.7-S.1-GLE.2-EO.c; RWC10-GR.7-S.3-GLE.2.a) | What is the writer’s claim in (text)? What is the writer’s evidence in (text)? (RWC10-GR.7-S.3-GLE.2-EO.a) | How can a writer effectively persuade readers? (RWC10-GR.7-S.3-GLE.2-IQ.3)  Why does word choice play such an important part in persuasive writing? (RWC10-GR.7-S.2-GLE.2-IQ.1) and (RWC10-GR.7-S.3-GLE.2-IQ.2) |
| Speakers temper individual/personal passions to speak with diverse audiences. (RWC10-GR.7-S.1-GLE.1-EO.a) | Who is the intended audience of (text)? What is the intended message in (text)? (RWC10-GR.7-S.1-GLE.2-RA.2) and (RWC10-GR.7-s.4-GLE.3-RA.2) | What makes a speech powerful and influential? Why/how do speakers connect with the audience? (RWC10-GR.7-S.1-GLE.1-N.1,2) |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Expectations for a formal presentation (eye contact, volume, pronunciation, etc.) (RWC10-GR.7-S.1-GLE.1-EO.a) * Expectations for audience behavior including active listening, participation and feedback (RWC10-GR.7-S.1-GLE.2-IQ.3) * The ways that researchers use and organize multiple sources (RWC10-GR.7-S.2-GLE.2-EO.c) and (RWC10-GR.7-S.4-GLE.2-EO.a) and (RWC10-GR.7-S.4-GLE.1-IQ.1-3; RA. 3-6) and (RWC10-GR.7-S.4-GLE.2-IQ.4, N.2) * Writing and research processes (RWC10-GR.7-S.3-GLE.2-EO.a) and (RWC10-GR.7-S.3-GLE.3) * The importance of format and delivery in relation to the effectiveness of the text (RWC10-GR.7-S.4-GLE.2-IQ. 2, 3, 5) | * Present a formal persuasive speech that includes multimedia and visual components to engage an audience (RWC10-GR.7-S.1-GLE.1; RA. 4-5) and (RWC10-GR.7-S.2-GLE.2-RA.4) and (RWC10-GR.7-S.4-GLE.2-EO.c) * Effectively organize a formal presentation that includes all key components (introduction, claim/evidence, etc.) (RWC10-GR.7-S.1-GLE.1-IQ.4) * Evaluate and trace a speaker’s argument and provide constructive feedback (RWC10-GR.7-S.1-GLE.2-IQ.3) and (RWC10-GR.7-S.4-GLE.1-EO.c.ii) and (RWC10-GR.7-S.4-GLE.2-RA.2) and (RWC10-GR.7-S.4-GLE.3-RA.4-6) * Evaluate the credibility of a variety of sources and cite accurately and ethically (RWC10-GR.7-S.2-GLE.2-EO.a.i) and (RWC10-GR.7-S.4-GLE.2-RA.1,3; N.1) * Effectively select and adjust words for context and audience (RWC10-GR.7-S.2-GLE.3-IQ.4) * Compose a compelling and organized argument with relevant evidence (RWC10-GR.7-S.3-GLE.2-EO.c; RA.1) * Edit and revise a compelling and organized argument (RWC10-GR.7-S.3-GLE.3; IQ.2,5; RA. 1-2) * Strategically choose the format and delivery of their message (RWC10-GR.7-S.4-GLE.2-IQ. 2, 3, 5) and (RWC10-GR.7-S.4-GLE.3-EO.d) * Synthesize a variety of sources/data into a cogent and compelling argument. |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *The author references Ruby Payne in order to help establish credibility as an expert on poverty.* |
| **Academic Vocabulary:** | Analysis, Evaluate, Paraphrasing, (Determine/establish) credibility, Synthesis, Delineate/Differentiate, Citing/citation, Compare/contrast, Cause/effect, Fact/opinion, Bibliographic (footnotes, endnotes, citation/citing, quotations, documentation), Logical fallacies, Claim, Evidence, Argument | |
| **Technical Vocabulary:** | Agenda, Ethos (authority/credibility), pathos (emotion), logos (logic), Text/topic dependent technical vocabulary based on argument/persuasive issue (Ex: Poverty) | |

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| **Unit Title** | Why Words Matter | | | | **Length of Unit** | 8-9 weeks | | |
| **Focusing Lens(es)** | Communication | **Standards and Grade Level Expectations Addressed in this Unit** | | RWC10-GR.7-S.1-GLE.1  RWC10-GR.7-S.1-GLE.2  RWC10-GR.7-S.2-GLE.1  RWC10-GR.7-S.2-GLE.3 | | | | RWC10-GR.7-S.3-GLE.1  RWC10-GR.7-S.3-GLE.3  RWC10-GR.7-S.4-GLE.1 |
| **Inquiry Questions (Engaging- Debatable):** | * What effect does word choice have on purpose? (RWC10-GR.7-S.2-GLE.3-IQ.3) * How/why do writers experiment with language? * Why do some words have multiple meanings and how do word meanings evolve over time? | | | | | | | |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
| Communication, Collaboration, Language, Relationships, Connection, Patterns, Complexity, Compare/contrast | | Literal, connotative and figurative meanings, Analogies, Analyze, Deconstruct, Predict, Question, Assess, Summarize | | | | Audience, purpose, poetic techniques, figurative language/imagery, and graphic elements, specific vocabulary, tone, mood | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Literal, figurative and connotative meanings of words can enhance communication and help the creation of thoughtful, purposeful writing. (RWC10-GR.7-S.2-GLE.3.EO.b) | What is the literal meaning of (word)? What is the connotative meaning of (word)? (RWC10-GR.7-S.2-GLE.1-EO.b.i, iv.) | Why might an author choose to use words/phrases? figurative vs. literal? |
| Writers experiment with language to creatively communicate with and engage readers. (RWC10-GR.7-S.3-GLE.1-EO.a.ii) | Where does this author experiment with language (use interesting literary techniques – etc.)? (RWC10-GR.7-S.2-GLE.1-EO.b.i) and (RWC10-GR.7-S.2-GLE.3-EO.b.i) | Why do authors experiment with language? What effect do poetic techniques have on readers? |
| Collaboration amongst reader and writers deepens individuals’ understanding of language and word relationships and enhances the reading/writing experience. (RWC10-GR.7-S.1-GLE.2-EO.a) and (RWC10-GR.7-S.2-GLE.1-EO.d) and (RWC10-GR.7-S.2-GLE.3-EO.b.iii) | What is the relationship between (word) and (word)? (RWC10-GR.7-S.2-GLE.3-EO.b.iii) | How does collaboration and discussion with others expand a reader’s vocabulary? |
| Patterns and relationships in texts guide understanding of complex words and phrases. (RWC10-GR.7-S.2-GLE.3-EO.a.iii; b.iii) | What patterns did you notice in this text? | How does recognizing and analyzing patterns and relationships in text help shape comprehension? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Expectations for collaborative discussion (RWC10-GR.7-S.1-GLE.2-EO.a) * Greek and Latin roots and affixes (RWC10-GR.7-S.2-GLE.3-EO.a) * The difference between literal, connotative and figurative meanings (RWC10-GR.7-S.2-GLE.1-EO.b) * Figurative language, figures of speech, poetic techniques, sensory language and graphic elements (RWC10-GR.7-S.2-GLE.3-EO.b.i) and (RWC10-GR.7-S.3-GLE.1-EO.a.ii, ix) * The writing process (RWC10-GR.7-S.3-GLE.3) | * Discuss language – including individual words, phrases, relationships, patterns, meanings and usages (RWC10-GR.7-S.1-GLE.2) * Determine the meaning of words or phrases as they are used in text, including figurative, connotative, and literal meanings (RWC10-GR.7-S.2-GLE.1-EO.b.i) * Analyze the impact of rhetorical techniques and specific word meanings/usages (RWC10-GR.7-S.2-GLE.1-EO.b) * Use a range of words with various roots and affixes for a specific effect/purpose (RWC10-GR.7-S.2-GLE.3-EO.a) * Interpret figurative language and figures of speech (RWC10-GR.7-S.2-GLE.3-EO.b.i) * Compose a piece of writing that creatively and effectively experiments with poetic techniques, graphic elements, figurative language and sensory language (RWC10-GR.7-S.3-GLE.1-EO.a.ii, ix) * Revise and edit a creative piece of writing that experiments with language (RWC10-GR.7-S.3-GLE.3) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *In the text Tangerine, Paul calls Eric “a dog” and Eric’s friends, “his owners.” This metaphor shows the reader the connotation of the power Eric’s friends have over him.* |
| **Academic Vocabulary:** | Literal, figurative, analysis, summary, deconstruction, summary, connotation, denotation, compose/composition | |
| **Technical Vocabulary:** | Figures of speech (literary, biblical, allusions), Figurative language (simile, metaphor, personification), Poetic techniques (rhyme, repetition, stanza, alliteration, onomatopoeia), Sensory language, Graphic elements (line length, word position, capital letters, etc.) | |