

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: 7

Textbook(s)/Instructional Materials Used:

Argumentative Writing:

- California Literature, Grade 7; ISBN-13: 9780618983537; McDougall-Littell
- *Steve Jobs: The Man Who Thought Different* by Karen Blumenthal; ISBN-13: 978-1250014450; Square Fish
- *Tech Titans* by Carla Killough McClafferty; ISBN-13: 978-0606260954; Turtleback

Expository & Narrative Writing:

- California Literature, Grade 7; ISBN-13: 9780618983537; McDougall-Littell
- *Using Benchmark Papers to Teach Writing With the Traits: Middle School* by Ruth Culham; ISBN-13: 978-0545138406; Scholastic Professional.

Mythology/Novel:

- (Greek) *The Lightning Thief* by Rick Riordan; ISBN # 078683865-5
- (Roman) *The Lost Hero* by Rick Riordan; ISBN # 978142311339-3
- (Egyptian) *The Red Pyramid* by Rick Riordan; ISBN # 978054539826-8
- (Chinese) *The Dragon Keeper* by Carole Wilkinson
- (Mayan) *Middeworld* by J. & P. Voelkel; ISBN # 142310171-5
- (Norse) *The Sea of Trolls* by Nancy Farmer; ISBN # 978068986746-0

Literary Elements:

- California Literature, Grade 7; ISBN-13: 9780618983537; McDougall-Littell
- *Brian's Song (teleplay)*; ISBN-13: 978-0553266184; Bantam
- *Sir Gawain and the Green Knight (play)*
- *The Taming of the Shrew (play)* by Shakespeare

Comparative Mythology

- California Literature, Grade 7; ISBN-13: 9780618983537; McDougall-Littell

ELA Fiction and Nonfiction Skills:

- California Literature, Grade 7; ISBN-13: 9780618983537; McDougall-Littell
- *The Lottery* (short story) by Shirley Jackson

Dates: Marking Period 1

Unit Plan: Literary Elements: Setting, Characters, Conflict, Plot, Point of View, & Theme

Stage 1 – Desired Results

PA Core State Assessments/Standards:

- CC.1.2.7.G: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).
- CC.1.3: Reading Literature: Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- CC.1.3.7.A: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CC.1.3.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.7.C: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot

(Anchor Descriptor - E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.

Eligible Content: E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

- **CC.1.3.7.D: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**
- **CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.**
(Anchor Descriptor - E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.
Eligible Content: E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
E07.A-C.2.1.2: Analyze how a dramas or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.)
- **CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.**
- **CC.1.3.7.G: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film)**
- **CC.1.3.7.H: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
(Anchor Descriptor - E07.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.
Eligible Content: E07.A-C.3.1.1: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.)
- **CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.**
(Anchor Descriptor - E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
Eligible Content: E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., literary and mythological allusions) in context. (b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- **CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.**
- **CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
(Anchor Descriptor - E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Eligible Content: E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E07.E.1.1.5: Establish and maintain a formal style.

E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented)

- **CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
- **CC.1.5.7.E: Adapt speech to a variety of contexts and tasks.**

<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. Social atmosphere impacts a writer's work. 2. Good literature contains themes that appeal universally to all people. 3. All fiction contains common literary elements. Their unique manipulations communicate an author's ideas. 4. The short story is a fictional format with unique characteristics. 5. The elements of plot, narration, and conflict work together to establish the action in a story. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How does social atmosphere impact a writer's work? CC.1.3; CC.1.3.7.B; CC.1.3.7.E; CC.1.3.7.F; CC.1.3.7.H; CC.1.3.7.K ▪ How do I make sense of what others have written? CC.1.3; CC.1.3.7.A; CC.1.3.7.B; CC.1.3.7.E; CC.1.3.7.F; CC.1.3.7.I; CC.1.3.7.K ▪ How do characters change within a work of literature? CC.1.3; CC.1.3.7.B; CC.1.3.7.C; CC.1.3.7.D; CC.1.3.7.K ▪ How do authors use literary setting, characters, conflict, plot, point of view, and theme to create a work of fiction? CC.1.3; CC.1.3.7.B; CC.1.3.7.C; CC.1.3.7.D; CC.1.3.7.E; CC.1.3.7.F; CC.1.3.7.I; CC.1.3.7.K
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The universal theme evident in the literary work. ▪ That plot is the pattern of events that takes place in a story. ▪ The elements of a short story (fiction) ▪ How to create a plot diagram of a literary work 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze character change over the course of a literary work. CC.1.3.7.B; CC.1.3.7.C; CC.1.3.7.D ▪ Summarize the plot of a complex literary work. CC.1.3.7.A; CC.1.3.7.B; CC.1.4.7.S ▪ Form an opinion about a controversy in a work of literature, and support the opinion with facts and events from the work. CC.1.3.7.B; CC.1.3.7.C; CC.1.3.7.D; CC.1.3.7.E; CC.1.4.7.S ▪ Identify the universal theme(s) in a work of literature. CC.1.3.7.A; CC.1.3.7.B ▪ Define plot, conflict, character, setting, mood, theme CC.1.3.7.C; C.C.1.3.7.D; CC.1.3.7.H ▪ Create a plot diagram for a story CC.1.3.7.A; CC.1.3.7.B; CC.1.4.7.S
<p>Dates: Marking Periods 1</p>	<p>Unit Plan: Expository</p>

PA Core State Assessments/Standards:

- **CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
 - (Eligible content: E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.
 - E07.D.1.1.2 Choose among simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas.
 - E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
 - Anchor: E07.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
 - Eligible content: E07.D.1.2.1: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
 - E07.D.1.2.2: Spell correctly.
 - Anchor: E07.D.2.1: Use knowledge of language and its conventions.
 - Eligible content: E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.)
- **CC.1.4.7.T: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**
- **CC.1.4.7.U: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**
- **CC.1.4.7.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**
- **CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

EXPOSITORY:

- **CC.1.4.7.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**
 - (Anchor: E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - Eligible content: E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.
 - E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
 - E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E07.C.1.2.5: Establish and maintain a formal style.
 - E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.)
- **CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow.**
- **CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.**
- **CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as**
- **definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.**
- **CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition.**

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- **CC.1.4.7.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

NARRATIVE:

- **CC.1.4.7.M:** Write narratives to develop real or imagined experiences or events.
 (Anchor: E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
 Eligible content: E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.
 E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
 E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.
 E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.)
- **CC.1.4.7.N:** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **CC.1.4.7.O:** Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **CC.1.4.7.P:** Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
- **CC.1.4.7.Q:** Write with an awareness of the stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities. Use precise language. Develop and maintain a consistent voice.
- **CC.1.4.7.R:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Writing is a four-step process. 2. A paragraph must have a topic sentence, organized body, and closing. 3. Writers should have a purpose and audience in mind as they write. 4. Writing should have a sharp, distinct focus. 5. The 6 Traits of writing work together as do the parts of a house. 6. Language is made up of many parts of speech, each one with its own function. 7. Every sentence can be broken down into its parts. 8. Helping verbs give more specific information about actions or states of being. 9. Formal writing should be written in third-person narrative style. 10. How to appropriately capitalize and punctuate sentences. 11. Expository and narrative writings require different skills. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How does the four-step process help writers? CC.1.4.7.T ▪ In what ways does the “topic, body, closing” organization affect a paragraph's ability to communicate with the reader? CC.1.4.7.A-D ▪ How do I avoid dull, lifeless expository writing? CC.1.4.7.C; CC.1.4.7.E ▪ How can I effectively convey my information in an expository piece? CC.1.4.7.B; CC.1.4.7.D; CC.1.4.7.F ▪ What does the reader need in order to understand a narrative? CC.1.4.7.N; CC.1.4.7.R; CC.1.4.7.P ▪ How can I effectively narrate a story in essay form? CC.1.4.7.N; CC.1.4.7.O; CC.1.4.7.P; CC.1.4.7.Q ▪ Why is it important to have a purpose and an audience when writing? CC.1.4 ▪ How do the 6 traits of writing work together to “house” my writing? CC.1.4.7.B, C, & D; CC.1.4.7.O, P, & Q ▪ How does including a subject and predicate in each sentence affect communication? CC.1.4.7.Q & R ▪ What functions do different parts of speech perform? CC.1.4.7.Q & R ▪ Why should I/how can I eliminate the use of “you” in my writing? CC.1.4.7.Q & R ▪ How can my writing show an understanding of conventions? CC.1.4.7.F ▪ Why does grammar matter if our friends can understand us? CC.1.4.7.E
<p>Learning Objectives: <i>Students will know...</i></p> <p>The four steps of the writing process:</p> <ul style="list-style-type: none"> ▪ prewriting ▪ drafting ▪ revising and editing ▪ publishing <p>The 6 Traits of writing are:</p> <ul style="list-style-type: none"> ▪ ideas ▪ organization ▪ voice ▪ sentence fluency ▪ word choice ▪ conventions <p>The parts of a paragraph:</p> <ul style="list-style-type: none"> ▪ topic sentence ▪ body ▪ closing <p>The parts of an essay:</p> <ul style="list-style-type: none"> ▪ introduction ▪ body paragraphs ▪ conclusion 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Independently use all four steps of the writing process CC.1.4.7.T & X ▪ Evaluate and revise work using the 6 traits of writing CC.1.4.7.T ▪ Write a good paragraph with grade-appropriate application of topic sentence, body, and closing E07.C.1.2.1-6 ▪ Write a complete essay in other assignments throughout content areas, applying the four steps of the writing process/6 traits of writing E07.C.1.2; CC.1.4.7.T ▪ Write an effective expository essay E07.C.1.2 ▪ Write an effective narrative essay E07.C.1.3 ▪ Distinguish a complete sentence from a fragment. E07.D.1.1.7 ▪ Identify the subject and predicate parts of a sentence. E07.D.1.1.1 ▪ Deliberately use a variety of sentence types and parts of speech in writing. E07.D.1.1.2

<p>Grammar conventions:</p> <ul style="list-style-type: none"> ▪ The two parts of a sentence: subject and predicate. ▪ The difference between a sentence and fragment. ▪ The functions and examples of the eight parts of speech. ▪ The most common parts of speech and their function in a sentence. ▪ The definitions of: sentence, fragment, simple subject, complete subject, simple predicate, complete predicate, helping verb, noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection. ▪ The rules for capitalization and punctuation of sentences. ▪ The benefits of writing in third person. 	<ul style="list-style-type: none"> ▪ Capitalize/punctuate all kinds of sentences correctly. E07.D.1.2.1; E07.D.1.2.3; E07.D.1.2.4 ▪ Improve their writing in the area of conventions. E07.D.1.2
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<p>Dates: Marking Period 2</p>	<p>Unit Plan: Comparative Mythology</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.2.7.A: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ▪ CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. ▪ CC.1.2.7.C: Analyze the interactions between individuals, events, and ideas in a text. ▪ CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings. ▪ CC.1.2.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ▪ CC.1.2.7.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. ▪ CC.1.2.7.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently. ▪ CC.1.3.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. ▪ CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings. ▪ CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools. ▪ CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ▪ CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. ▪ CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. ▪ CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.
- **CC.1.4.7.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- **CC.1.4.7.S:** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.
- **CC.1.4.7.U:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **CC.1.4.7.V:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **CC.1.4.7.W:** 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.
- **CC.1.4.7.X:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **CC.1.5.7.A:** Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CC.1.5.7.B:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **CC.1.5.7.D:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **CC.1.5.7.E:** Adapt speech to a variety of contexts and tasks.
- **CC.1.5.7.F:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

(Anchor Descriptor: E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.

E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.

E07.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts.

E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.

E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible Content: E07.E.1.1.1: Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E07.E.1.1.5: Establish and maintain a formal style.

E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.

E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibility from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.B-K.1.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.

E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic. E07.C.1.2.5: Establish and maintain a formal style.

E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.)

- **CC.1.5.7.C: Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.**
- **CC.1.5.7.G: Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.**

Understanding(s):

Students will understand...

1. Mythology can help us understand our world.
2. Mythology is evident in present day language.
3. Mythological stories help to connect us to our past.
4. Mythological stories explore lessons about human nature.
5. Mythological allusions are evident in other pieces of writing.
6. Mythology educates as well as entertains its audience.

Essential Question(s):

- Why do we study mythology? CC.1.3.7.F ; CC.1.2.7.J.; CC.1.2.7.L; CC.1.3.7.I; CC.1.3.7.K; CC.1.4.7.S;
- How can mythology help us understand our world? CC.1.3.7.F; CC.1.3.7.K; CC.1.3.7.J; CC.1.4.7.S
- To what extent is mythology evident in the present day? CC.1.3.7.F; CC.1.3.7.K; CC.1.3.7.J; CC.1.4.7.S
- What makes an individual into a hero? CC.1.2.7.B; CC.1.2.7.C; CC.1.4.7.D; CC.1.4.7.E; CC.1.4.7.S; CC.1.5.7.A
- Why does mythology develop and persist in societies? CC.1.2.7.B; CC.1.2.7.C; CC.1.4.7.S; CC.1.4.7.D; CC.1.4.7.E; CC.1.5.7.A
- What commonalities can be found throughout world mythologies? CC.1.2.7.B; CC.1.2.7.C; CC.1.4.7.D; CC.1.4.7.E; CC.1.4.7.S; CC.1.5.7.A

Learning Objectives:

Students will know...

- The names and significance of characters from world mythologies.
- The lessons of explanatory myths as they exist in the world today.
- Definitions of *myth*, *explanatory myth* and *aesthetic myth*.
- Plots of 4-5 most common myths from their mythology.
- Much of our vocabulary is derived from characters, beliefs, or events from myths.
- Myth serves as literature for enjoyment and to teach a lesson.
- Mythological references exist all around us in today's world.

Students will be able to:

- Define terms. CC.1.3.7.I; CC.1.3.7.J
- Explain how myths originate. CC.1.2.7.B; CC.1.4.7.S; CC.1.4.7.V; CC.1.5.7.A
- List topics with which myths are concerned. CC.1.2.7.B; CC.1.4.7.S; CC.1.4.7.V; CC.1.5.7.A
- Explain why myths are studied in modern English classes. CC.1.2.7.B; CC.1.4.7.S; CC.1.4.7.V; CC.1.5.7.A
- Spell and pronounce the names of central characters from the myths. CC.1.3.7.I; CC.1.3.7.J; CC.1.4.7.F; CC.1.5.7.E
- Identify characters by telling their characteristics, symbols, and details of plots in which they are involved. CC.1.2.7.A; CC.1.2.7.L; CC.1.2.7.C; CC.1.4.7.W; CC.1.5.7.F
- Independently examine and present mythological topics. CC.1.4.7.E; CC.1.4.7.S; CC.1.4.7.U; CC.1.4.7.V; CC.1.4.7.W; CC.1.4.7.X; CC.1.5.7.A:
- Identify allusions to mythology present in our world today, AND explain why these allusions are useful. CC.1.2.7.A; CC.1.2.7.B; CC.1.2.7.F; CC.1.2.7.J; CC. 1.2.7.K; CC.1.2.7.L
- Identify and explain the themes present in several myths. CC.1.2.7.A; CC.1.2.7.B; CC.1.3.7.B
- Be able to summarize the plots of 4-5 of the most common myths. CC.1.2.7.A; CC.1.2.7.B; CC.1.3.7.B
- Find similarities between creation stories, heroes, monsters, and lessons about life from different world mythologies. CC.1.2.7.L; CC.1.4.7.D; CC.1.4.7.S
- Trace the etymology of modern words & phrases that originated in mythology. CC.1.2.7.F; CC.1.2.7.J; CC.1.2.7.K
- Collaborate with peers digitally to build knowledge base. CC.1.4.7.D; CC.1.4.7.E; CC.1.4.7.F; CC.1.4.7.S; CC.1.4.7.U; CC.1.4.7.V; CC.1.4.7.W; CC.1.4.7.X

Dates: Marking Periods 2 and 3**Unit Plan: Mythology Novel****Stage 1 – Desired Results****PA Core State Assessments/Standards:**

- **CC.1.5: Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
- **CC.1.5.7.A:** Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **CC.1.5.7.C:** Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.

- **CC.1.5.7.D: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.**
- **CC.1.5.7.E: Adapt speech to a variety of contexts and tasks.**
- **CC.1.5.7.F: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**
- **CC.1.3: Reading Literature: Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**
- **CC.1.3.7.A: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**
- **CC.1.3.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**
- **CC.1.3.7.C: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.**
- **CC.1.3.7.D: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**
 - (Anchors: E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.
 - Eligible Content: E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
 - E07.A-C.2.1.2: Analyze how a drama’s or poem’s form structure (e.g., soliloquy, sonnet) contributes to its meaning.
 - E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.)
- **CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.**
- **CC.1.3.7.H: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
- **CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools**
- **CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
 - (Anchors: E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
 - Eligible Content: E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., literary and mythological allusions) in context. (b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- **CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.**
 - (Anchors: E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.
 - Eligible Content: E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
 - E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
 - E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot.)

- **CC.1.4.7.A: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.**
 (Anchors: E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 Eligible Content: E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer’s purpose.
 E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.
 E07.C.1.2.5: Establish and maintain a formal style.
- **CC.1.4.7.B: Identify and introduce the topic clearly, including a preview of what is to follow.**
- **CC.1.4.7.C: Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.**
- **CC.1.4.7.D: Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.**
- **CC.1.4.7.E: Write with an awareness of the stylistic aspects of composition.**
 - Use precise language and domain specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- **CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.**
- **CC.1.4.7.U: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.**
- **CC.1.4.7.V: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
- **CC.1.4.7.W: 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.**
- **CC.1.4.7.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. That morals, values, and identity are formed by society, home, and life experiences. 2. What makes a person a hero. 3. That personal worth is determined in surprising ways. 4. That the English language developed through a variety of methods, including borrowing heavily from mythology. 5. That focused group discussion can enhance understanding. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ How does the development of literary elements convey meaning? CC.1.3.7.A, C, D, E ▪ How does personal response to literature contribute to understanding: CC.1.3.7.K ▪ What is the importance of understanding vocabulary to gain meaning from a text? CC.1.3.7.I ▪ Where did our words come from? CC.1.3.7.I ▪ How are the characters like/unlike their mythological counterparts? CC.1.3.7.H ▪ How did the author alter the storyline of the original myth in his/her retelling? ▪ How does understanding the characteristics/structure of various literary forms (archetypes) contribute to a greater understanding of that text? CC.1.3.7.E ▪ How is theme connected to character and self? CC.1.3.7.A, C
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	<ul style="list-style-type: none"> ▪ How can working with a small group enhance our understanding of a novel? CC.1.5.7.A,C ▪ How is identity shaped by relationships and experience? CC.1.3.7.B ▪ What types of conflict do we face in pursuit of our goals? CC.1.3.7.B ▪ What is the definition of a hero? CC.1.3.7.A ▪ How do individual choices affect others? CC.1.3.7.B ▪ What can literature teach us about human nature? CC.1.3.7.A, B, C
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<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The plot line of the chosen novel ▪ 10+ English words and word roots formed directly from world mythology. ▪ The 6 steps of the Hero's Journey archetype. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Trace the steps of the archetypal Hero's Journey through the protagonist's story. E07.A-C.2.1.2 ▪ Summarize main events in the novel. E07.A-K.1.1.2 ▪ Recognize elements of (allusions to) mythology still in the novel. E07.A-V.4.1.2; CC.1.2.7.H ▪ Make predictions about future plot events based on knowledge of prior events. CC.1.3.7.K; CC.1.3.7B ▪ Identify evidence of increasing maturity in the novel's main characters. CC.1.3.7.B ▪ Demonstrate fluency and comprehension in reading. CC.1.3.7.K ▪ Compare and contrast sections of the novel with world myths. CC.1.3.7.H ▪ Find and analyze figurative language used in the novel. E07.A-V.4.1.2; E07.A-C.2.1.3 ▪ Infer character motive from evidence in the novel. CC.1.3.7.B ▪ Express their opinions in speech and writing, citing supporting evidence from the text. CC.1.4.7.S; CC.1.4.7.A; CC.1.4.7.C; CC.1.4.7.D; CC.1.4.7.X ▪ Identify internal and external conflicts within the story. E07.a-k.1.1 ▪ Analyze clues and foreshadowing evidence to predict the novel's villain. Cc.1.3.7.b ▪ Collaborate with peers digitally to build knowledge base. CC.1.5.7.F; CC.1.4.7.S; CC.1.4.7.U; CC.1.4.7.V CC.1.4.7.X
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Dates: Marking Period 3	Unit Plan: Argumentative Writing
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.2.7.A. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. ▪ CC.1.2.7.B. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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(Eligible content: E07.B-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.)

- **CC.1.2.7.C. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**

(Eligible content: E07.B-C.3.1.1. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

E07.B-C.3.1.2: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.)

- **CC.1.2.7.D: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
- **CC.1.2.7.H: Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.**
- **CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.**
- **CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.**
- **CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**
- **CC.1.4.7.G: Write arguments to support claims.**
(Anchor - E07.C.1.1: Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence)
- **CC.1.4.7.H: Introduce and state an opinion on a topic.**
- **CC.1.4.7.I: Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.**
- **CC.1.4.7.J: Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.**
(Eligible content: E07.C.1.1.1: Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
E07.C.1.1.2: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
E07.C.1.1.3: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
E07.C.1.1.4: Establish and maintain a formal style.
E07.C.1.1.5: Provide a concluding section that reinforces the claims and reasons presented.)
- **CC.1.4.7.K: Write with an awareness of the stylistic aspects of composition.**
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities.
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- **CC.1.4.7.L: Demonstrate a grade-appropriate command of the conventions of standard English grammar and spelling.**
- **CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research.**

(Eligible content: E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences.

E07.D.1.1.2 Choose among simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas.

E07.D.1.1.3. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

(Anchor: E07.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

Eligible content: E07.D.1.2.1: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).

E07.D.1.2.2: Spell correctly.

Anchor: E07.D.2.1: Use knowledge of language and its conventions.

Eligible content: E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.)

- **CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.**
- **CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.**

Understanding(s):

Students will understand...

1. How to identify/use claims, data, warrants, & qualifications in arguments
2. The difference between an argument of fact and an argument of judgment
3. The steps of the writing process
4. Language is made up of many parts of speech, each one with its own function.
5. Every sentence can be broken down into its parts.
6. Helping verbs give more specific information about actions or states of being.
7. Formal writing should be written in third-person narrative style.
8. How to appropriately capitalize and punctuate sentences.

Essential Question(s):

- How can I determine main ideas & relevant details in an informational text? CC.1.2.7.A & B
- How can I identify and evaluate an argument of fact and an argument of judgment? CC.1.2.7.C
- How do I compose an argument? CC.1.3.7.J, CC.1.4.7.G-H & J
- How do I support my argument? CC.1.4.7.S
- How does including a subject and predicate in each sentence affect communication? CC.1.4.7.K
- What do different parts of speech do? CC.1.4.7.K
- Why should I/how can I eliminate the use of "you" in my writing? CC.1.4.7.K
- How can my writing show an understanding of conventions? CC.1.4.7.L
- Why does grammar matter if our friends can understand us? CC.1.4.7.T & K

Learning Objectives:

Students will know...

- The definitions and applications of claims, data, warrants, & qualifications in arguments
- How to identify and evaluate an argument of fact and an argument of judgment
- How to compose a piece of argumentative writing
- How to use the VIP/MVP strategy for identifying main ideas and relevant details
- Grammar conventions.
- The two parts of a sentence: subject and predicate.
- The difference between a sentence and fragment.
- The functions and examples of the eight parts of speech.
- The most common parts of speech and their function in a sentence.
- The definitions of: sentence, fragment, simple subject, complete subject, simple predicate,

Students will be able to:

- Identify the parts of an argument
- Identify and evaluate an argument of fact and an argument of judgment
- Compose a piece of argumentative writing
- Use the VIP/MVP strategy for identifying main ideas and relevant details in informational text
- Distinguish a complete sentence from a fragment.
- Identify the subject and predicate parts of a sentence.
- Deliberately use a variety of sentence types and parts of speech in writing.
- Capitalize/punctuate all kinds of sentences correctly.
- Improve their writing in the area of conventions.

complete predicate, helping verb, noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection.

- The rules for capitalization and punctuation of sentences.
- The benefits of writing in third person

Dates: Marking Period 3

Unit Plan: ELA Fiction and Nonfiction Skills

Stage 1 – Desired Results

PA Core State Assessments/Standards:

- **CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**
- **CC.1.2.7.A: Determine two or more central ideas in a text and analyze their development over the course of the text: provide and objective summary of the text.**
(Anchor Descriptor-E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.
Eligible Content: E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot.)
- **CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.**
- **CC.1.2.7.C: Analyze the interactions between individuals, events and ideas in a text.**
(Anchor Descriptor- E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.
E07.B-K.1.1.1: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
E07.B-K.1.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).)
- **CC.1.2.7.D: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
(Anchor Descriptor-E07.B-C.2.1: Demonstrate understanding of craft and structure in informational texts.
E07.B-E07.B-C.2.1.2: Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.
E07.B-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.)
- **CC.1.2.7.D: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
- **CC.1.2.7.E: Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.**
- **CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.**
- **CC.1.2.7.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.**
(Anchor Descriptor- E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.
E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (a)

Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (c) Determine the meaning of technical words and phrases used in a text.

E07.B-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). (c) Determine the meaning of technical words and phrases used in a text.

ng the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending))

- **CC.1.2.7.L:** Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- **CC.1.3:** Reading Literature: Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
- **CC.1.3.7.A:** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **CC.1.3.7.B:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference, conclusions, and/or generalizations drawn from the text.
- **CC.1.3.7.C:** Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- **CC.1.3.7.D:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
 - (Anchor Descriptor – E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.
 - E07.A-C.2.1.1:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
 - E07.A.C.2.1.2:** Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
 - E07.A-C.2.1.3:** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.)
- **CC.1.3.7.E:** Analyze how the structure or form of a text contributes to its meaning.
- **CC.1.3.7.F:** Determine the meaning of words and phrases as they are used in grade levels reading and content, including interpretation of figurative, connotative meanings.
- **CC.1.37.I:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.
 - (Anchor Descriptor - E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.
 - E07.A-V.4.1.1:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
 - E07.A-V.4.1.2:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

<ul style="list-style-type: none"> ▪ CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently. ▪ CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.CC.1.4.7.G: Write arguments to support claims. ▪ CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary nonfiction. 	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. All learners have strengths and weaknesses. 2. The Reading PSSA is formatted the same way every year, and there is a standard way that it is scored. 3. Practicing areas of weakness will help learners be more aware when the particular content area is addressed on the PSSA. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What are my strengths and weaknesses in PACCS ELA skills? CC.1.4.7.S ▪ How can I improve my ELA skills, using my resources? CC.1.4.7.S
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Their own areas of strengths and weaknesses on standardized Common Core/PSSA Reading tests. ▪ The purpose of the PSSAs and how they are scored. ▪ The individualized focus area for this PSSA performance. ▪ The rubric for open-ended responses. ▪ All learning from English and Reading classes applies here 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Choose an area of weakness to hone before the PSSAs. CC.1.4.7.S ▪ Grade a PSSA open-ended response according to the rubric. CC.1.4.7.G; CC.1.4.7.S ▪ Apply new or forgotten ideas from English and Reading to improve skills. CC.1.2.7.A-F, K, L; CC.1.3.7.A-F, I, K
Dates: Marking Period 4	Unit Plan: Poetry
Stage 1 – Desired Results	
<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Anchor Descriptor - E07.A-C.3.1: Demonstrate understanding of connections within, between, and/or among texts. ▪ CC.1.3.7.A: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. Anchor Descriptor - E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature. E07.A-K.1.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. E07.A-K.1.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. E07.A-K.1.1.3: Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot). ▪ CC.1.3.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. ▪ CC.1.3.7.D: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. ▪ CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning. (Anchor Descriptor - E07.A-C.2.1: Demonstrate understanding of craft and structure in literature. 	

E07.A-C.2.1.1: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

E07.A-C.2.1.2: Analyze how a dramas or poems form or structure (e.g., soliloquy, sonnet) contribute to its meaning.

E07.A-C.2.1.3: Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.)

- **CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.**
- **CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.**
- **CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

(Anchor Descriptor - E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.

E07.A-V.4.1.1: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

E07.A-V.4.1.2: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., literary and mythological allusions) in context. (b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

(c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending.)

- **CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.**
- **CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**
- **CC.1.4.7.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.**

(Anchor Descriptor: E07.E.1.1: Draw evidence from literary or informational texts to support analysis, reflection, and/or research. Eligible Content: E07.E.1.1.1: Introduce text(s) for the intended audience, state and opinion and/or topic, establish a situation, and create an organization structure in which ideas are logically grouped to support the writer's purpose.

E07.E.1.1.2: Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).

E07.E.1.1.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.E.1.1.4: Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E07.E.1.1.5: Establish and maintain a formal style.

E07.E.1.1.6: Provide a concluding section that follows from and supports the analysis presented.)

- **CC.1.4.7.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.**
- **CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.**
- **CC.1.5.7.A: Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly.**
- **CC.1.5.7.E: Adapt speech to a variety of contexts and tasks.**
- **CC.1.5.7.F: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

<p>Understanding(s): <i>The students will understand...</i></p> <ol style="list-style-type: none"> 1. A poet uses figurative language, form, and precise word choice to help communicate his ideas to his audience. 2. Poetry can be experienced by reading, writing, reciting, & listening to it. 3. Song lyrics are common modern uses of poetry. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ In what ways does a poet's language make poems a special & unique method for communicating ideas? CC.1.3.7.E; 1.3.7.J; 1.3.7.A ▪ To what extent is my understanding & evaluation of a poem affected by how I experience it (e.g., reading, listening, reciting, and writing)? CC.1.3.7.K ▪ Why should I care about poetry? CC.1.3.7.K ▪ What kinds of poems appeal to me? Why? CC.1.5.7.A
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ The characteristics of verse ▪ What type of poetry they enjoy ▪ Types of commonly-used figurative language ▪ Definitions of different types of figurative language ▪ Connections between the personal lives and writings of several famous poets (Edgar Allen Poe, Emily Dickinson, etc.) 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Recognize the characteristics of verse. CC.1.3.7.E; 1.3.7.C ▪ Examine & discuss literary forms & elements. CC.1.3.7.E ▪ Distinguish literal & figurative language. CC.1.3.7.F ▪ Experience poetry by reading, writing, reciting, listening to, & reacting to various selections. CC.1.3.7.K ▪ Begin to form personal preferences for poems & poets. CC.1.3; CC.1.3.7.K ▪ Perform a poem in order to interpret poetry. CC.1.5.7.F ▪ Interpret themes of poems, implied & stated. CC.1.3.7.A ▪ Write some poetry. CC.1.4.7.X ▪ Make connections between poems & their authors (ex: why Edgar Poe always wrote about lost women). CC.1.4.7.S; 1.3.7.H; 1.3.7.D
<p>Dates: Marking Period 4</p>	<p>Unit Plan: Narrative Writing</p>

Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <ul style="list-style-type: none"> ▪ CC.1.4: Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. (Eligible content: E07.D.1.1.1 Explain the function of phrases and clauses in general and their function in specific sentences. E07.D.1.1.2 Choose among simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas. E07.D.1.1.3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Anchor: E07.D.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. Eligible content: E07.D.1.2.1: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt). E07.D.1.2.2: Spell correctly. Anchor: E07.D.2.1: Use knowledge of language and its conventions.

Eligible content: E07.D.2.1.1: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.)

- **CC.1.4.7.T:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **CC.1.4.7.U:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **CC.1.4.7.X:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
- **CC.1.3.7.J:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

EXPOSITORY:

- **CC.1.4.7.A:** Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

(Anchor: E07.C.1.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Eligible content: E07.C.1.2.1: Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

E07.C.1.2.2: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E07.C.1.2.3: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.C.1.2.4: Use precise language and domain-specific vocabulary to inform about or explain the topic.

E07.C.1.2.5: Establish and maintain a formal style.

E07.C.1.2.6: Provide a concluding section that follows from and supports the information or explanation presented.)

- **CC.1.4.7.B:** Identify and introduce the topic clearly, including a preview of what is to follow.
- **CC.1.4.7.C:** Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.7.D:** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **CC.1.4.7.E:** Write with an awareness of the stylistic aspects of composition.
 - Use precise language and domainspecific vocabulary to inform about or explain the topic.
 - Use sentences of varying lengths and complexities
 - Develop and maintain a consistent voice.
 - Establish and maintain a formal style.
- **CC.1.4.7.F:** Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

NARRATIVE:

- **CC.1.4.7.M:** Write narratives to develop real or imagined experiences or events.

(Anchor: E07.C.1.3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Eligible content: E07.C.1.3.1: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

E07.C.1.3.2: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

E07.C.1.3.3: Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

E07.C.1.3.4: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E07.C.1.3.5: Provide a conclusion that follows from and reflects on the narrated experiences or events.)

- **CC.1.4.7.N: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.**
- **CC.1.4.7.O: Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.**
- **CC.1.4.7.P: Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.**
- **CC.1.4.7.Q: Write with an awareness of the stylistic aspects of writing. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. Use sentences of varying lengths and complexities. Use precise language. Develop and maintain a consistent voice.**
- **CC.1.4.7.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling**

Understanding(s):

Students will understand...

12. Writing is a four-step process.
13. A paragraph must have a topic sentence, organized body, and closing.
14. Writers should have a purpose and audience in mind as they write.
15. Writing should have a sharp, distinct focus.
16. The 6 Traits of writing work together as do the parts of a house.
17. Language is made up of many parts of speech, each one with its own function.
18. Every sentence can be broken down into its parts.
19. Helping verbs give more specific information about actions or states of being.
20. Formal writing should be written in third-person narrative style.
21. How to appropriately capitalize and punctuate sentences.
22. Expository and narrative writings require different skills.

Essential Question(s):

- How does the four-step process help writers? CC.1.4.7.T
- In what ways does the “topic, body, closing” organization affect a paragraph's ability to communicate with the reader? CC.1.4.7.A-D
- How do I avoid dull, lifeless expository writing? CC.1.4.7.C; CC.1.4.7.E
- How can I effectively convey my information in an expository piece? CC.1.4.7.B; CC.1.4.7.D; CC.1.4.7.F
- What does the reader need in order to understand a narrative? CC.1.4.7.N; CC.1.4.7.R; CC.1.4.7.P
- How can I effectively narrate a story in essay form? CC.1.4.7.N; CC.1.4.7.O; CC.1.4.7.P; CC.1.4.7.Q
- Why is it important to have a purpose and an audience when writing? CC.1.4
- How do the 6 traits of writing work together to “house” my writing? CC.1.4.7.B, C, & D; CC.1.4.7.O, P, & Q
- How does including a subject and predicate in each sentence affect communication? CC.1.4.7.Q & R
- What functions do different parts of speech perform? CC.1.4.7.Q & R
- Why should I/how can I eliminate the use of “you” in my writing? CC.1.4.7.Q & R
- How can my writing show an understanding of conventions? CC.1.4.7.F
- Why does grammar matter if our friends can understand us? CC.1.4.7.E

Learning Objectives:

Students will know...

Students will be able to:

The four steps of the writing process:

- prewriting
- drafting
- revising and editing
- publishing

The 6 Traits of writing are:

- ideas
- organization
- voice
- sentence fluency
- word choice
- conventions

The parts of a paragraph:

- topic sentence
- body
- closing

The parts of an essay:

- introduction
- body paragraphs
- conclusion

Grammar conventions:

- The two parts of a sentence: subject and predicate.
- The difference between a sentence and fragment.
- The functions and examples of the eight parts of speech.
- The most common parts of speech and their function in a sentence.
- The definitions of: sentence, fragment, simple subject, complete subject, simple predicate, complete predicate, helping verb, noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection.
- The rules for capitalization and punctuation of sentences.
- The benefits of writing in third person.

- Independently use all four steps of the writing process CC.1.4.7.T & X
- Evaluate and revise work using the 6 traits of writing CC.1.4.7.T
- Write a good paragraph with grade-appropriate application of topic sentence, body, and closing E07.C.1.2.1-6
- Write a complete essay in other assignments throughout content areas, applying the four steps of the writing process/6 traits of writing E07.C.1.2; CC.1.4.7.T
- Write an effective expository essay E07.C.1.2
- Write an effective narrative essay E07.C.1.3
- Distinguish a complete sentence from a fragment. E07.D.1.1.7
- Identify the subject and predicate parts of a sentence. E07.D.1.1.1
- Deliberately use a variety of sentence types and parts of speech in writing. E07.D.1.1.2
- Capitalize/punctuate all kinds of sentences correctly. E07.D.1.2.1; E07.D.1.2.3; E07.D.1.2.4
- Improve their writing in the area of conventions. E07.D.1.2