

# KPBSD ELA CURRICULUM

## 7<sup>TH</sup> GRADE UNIT 4

Desired Results		
<p><b>ESTABLISHED GOALS/STANDARDS</b></p> <p><b>RL4: Determine Meaning of Words</b></p> <ul style="list-style-type: none"> <li>● L4: Determine/clarify meaning of unknown words</li> <li>● L5: Figurative language</li> </ul> <p><b>RL1: Cite Textual Evidence</b></p> <ul style="list-style-type: none"> <li>● RL9: compare fictional portrayal to historical</li> </ul> <p><b>L1: Grammar-Writing/Speaking</b></p> <ul style="list-style-type: none"> <li>● W4: Clear writing</li> <li>● W5: Edit and revise</li> <li>● W6: Use technology</li> </ul> <p><b>L2: Capitalization, Spelling, &amp; Punctuation</b></p> <p><b>SL1: Collaborative discussions</b></p> <p><b>SL4: Presentations</b></p> <ul style="list-style-type: none"> <li>● SL5: Include multimedia</li> <li>● SL6: Adapt speech</li> </ul>	<b>Transfer</b>	
	Students will be able to independently use their learning to...	
	<ul style="list-style-type: none"> <li>● Write a narrative story with all story elements.</li> <li>● Use figurative language.</li> <li>● Use textual evidence to support a conclusion about poetry.</li> <li>● Use correct grammar skills.</li> <li>● Use collaborative skills.</li> <li>● Create and present to peers.</li> </ul>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Writing a strong narrative short story or poem requires the use of figurative language to support the conclusion.</li> <li>● Using figurative language enhances a piece of writing.</li> <li>● Using textual evidence in poetry supports a conclusion.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>● What are the story elements?</li> <li>● How do elements of a story interact?</li> <li>● How do authors use figurative language?</li> <li>● How do authors create tone?</li> <li>● What skills are needed in the writing process (i.e. drafting, revising, and editing)?</li> </ul>
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>● How to write a narrative story with all story elements.</li> <li>● How to use figurative language.</li> <li>● How to use textual evidence to support a conclusion about poetry.</li> <li>● How to use correct grammar skills.</li> <li>● How to use collaborative skills.</li> <li>● How to create and present to peers.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>● Writing narrative short stories and poetry.</li> </ul>	
<b>Evidence</b>		
<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	

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Creative Writing Rubrics	<p>PERFORMANCE TASK(S):</p> <ul style="list-style-type: none"> <li>• Write a poem mimicking the structure of a famous poem (i.e. I'm Nobody by Emily Dickens) in groups and independently.</li> <li>• Brainstorm multiple ideas from a creative writing prompt.</li> <li>• Peer edit each other's writing and then finish with teacher edit.</li> <li>• Recognize the structure of a poem and can understand how it affects meaning.</li> <li>• Use word processing software to produce written work that is double spaced, includes a specific header, and an academic font and size.</li> <li>• Create multiple styles of poems with figurative language.</li> <li>• Create at least one short story with all five story elements.</li> </ul>
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### Vocabulary

<p>Exposition Theme Setting Plot Rising Action</p>	<p>Falling Action Resolution Conflict Simile Metaphor</p>	<p>Personification Figurative Literal Text Dependent Analysis (TDA)</p>
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### Technology Skills

<p>I can...</p> <ul style="list-style-type: none"> <li>• Use the home row and accurately type 40 words or more per minute using proper techniques.</li> <li>• Use electronic mail appropriately, attach documents, and communicate with others from a variety of cultures or places.</li> <li>• Apply existing knowledge to emerging technology.</li> <li>• Conduct research and compose a report using advanced formatting skills.</li> <li>• Use spell and grammar proofing and thesaurus functions of a word processing program.</li> <li>• Transfer text, graphics, and charts from one document to another.</li> <li>• Use the Internet to find information in an efficient way.</li> <li>• Produce a multimedia product.</li> <li>• Backup files on storage medium.</li> <li>• Use headers and footers.</li> <li>• Use advanced keyword searches and choose relevant sources when creating a product.</li> <li>• Use digital tools collaboratively.</li> <li>• Use a course or learning management system to access class pages, portfolios, class calendars, and grades.</li> <li>• Access online catalogs and databases for online research.</li> <li>• Use age appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance.</li> </ul>
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