

PACING Guide SY 2015-2016

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>All four quarters</p> <p>Resources: Study Sync, <i>A Wrinkle In Time, Night</i>, Variety of web-based stories</p>	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RL.10)</p>	<p>Remember, DOK 1: what are the genres of fiction, the types of poetry and the types of drama?</p> <p>Understand, DOK1: Which is the correct genre for a specific set of criteria (e.g. robots and spaceships)</p> <p>Apply, DOK2: What text features allow us to identify different genres?</p> <p>Analyze, DOK2: How do elements of</p>	<p>By the end of the year, students will be able to identify the genre of many kinds of fictional writing.</p> <p>By the end of the year, students will read a wide variety of types of fictional literature.</p>	<p>Academic: read, comprehend, complexity, proficiently, scaffolding</p> <p>Content: Genre, Science Fiction, Fantasy, Western, Historical Fiction, Fiction, Myth, Realistic Fiction, story/stories, drama, poem/poetry, others</p>

		<p>different genres compare to each other?</p> <p>Evaluation, DOK3: How can you argue about the genre of a book of indeterminate genre?</p> <p>Create, DOK 4: How can you create a new story within a set genre, with an uncommon theme?</p>		
<p>All four quarters</p> <p>Resources: Study Sync, <i>Night</i>, A variety of web based information sources, including</p>	<p>By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7.RI.10)</p> <p>By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical</p>	<p>Remember, DOK 1: What are the different types of non-fiction?</p> <p>Understand, DOK 2: How do you identify the central idea of a non-fictional text?</p> <p>Apply, DOK 2: How can non-fictional text</p>	<p>By the end of the year, students will be able to differentiate between types of literary non-fiction.</p> <p>By the end of the year, students will read a variety of non-fiction in all content areas.</p>	<p>Academic: read, comprehend, ,complexity, proficiently, scaffolding</p> <p>Content: Genre, Non-fiction, Memoir, Article, Journal, Diary, Biography,</p>

<p>newspapers, professional websites and other sources.</p>	<p>texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.7.RI.10)</p>	<p>features be used to obtain and interpret information?</p> <p>Analyze, DOK 3: What critiques can a critic make by interpreting viewpoints and biases?</p> <p>Evaluate, DOK 4: How can you ensure accuracy, completeness, etc. of a text by understanding non-fiction?</p> <p>Create, DOK 2: How can you use prior knowledge and experience to form hypotheses about the topics and/or central ideas of a text?</p>	<p>Autobiography, others</p>
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<p>All four quarters</p> <p>Resources: PEG writing, Study Sync</p>	<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (7.W.5)</p>	<p>Remember, DOK 1: what are each of the parts of the writing process?</p> <p>Understand, DOK 3: How can I use adequate supporting evidence to explain and connect my ideas?</p> <p>Apply, DOK 4: How can I choose the correct approach to researching a problem?</p> <p>Analyze, DOK 2: How can I use my knowledge of format, organization and text structures to strengthen my writing?</p> <p>Evaluation, DOK 3: How can you</p>	<p>By the end of the year, students will be able to write well by following the 5 steps of writing (planning, drafting, revising, editing, publishing) and by following standard conventions of American English as well as identifying specific purposes for their writing and writing to meet those purposes.</p>	<p>Academic: Guidance, Support, Peers, Adults, Develop, Strengthen, Planning, Revising, Editing, Rewriting, New Approach, Purpose, Audience, Addressed, Conventions, Demonstrate Command, Language</p> <p>Content: Grammar, Conventions, Planning, Revising, Editing, Rewriting, Publishing, Purpose, Audience</p>
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		<p>develop a logical argument?</p> <p>Create, DOK 1: How can I brainstorm ideas as a necessary part of the writing process?</p>		
<p>All four quarters</p> <p>Resources: Study Sync, PEG Writing, Son Of Citation Machine, Powerpoint, other resources</p>	<p>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.</p> <p>(7.W.6)</p>	<p>Remember, DOK1: How can I recall the correct ways to use the internet as well as necessary web addresses, usernames and passwords?</p> <p>Understand, DOK 1: How can I select the correct usernames, passwords, web addresses, citations etc. when I need to?</p> <p>Apply, DOK 2: How can I use the internet to obtain and</p>	<p>By the end of the year, students will be able to use computers and the internet to research, produce writing, publish writing and cite sources.</p>	<p>Academic: Produce, Publish, Link to, Cite, Interact, Collaborate</p> <p>Content: Cite, Publish, Link, Technology, Internet</p>

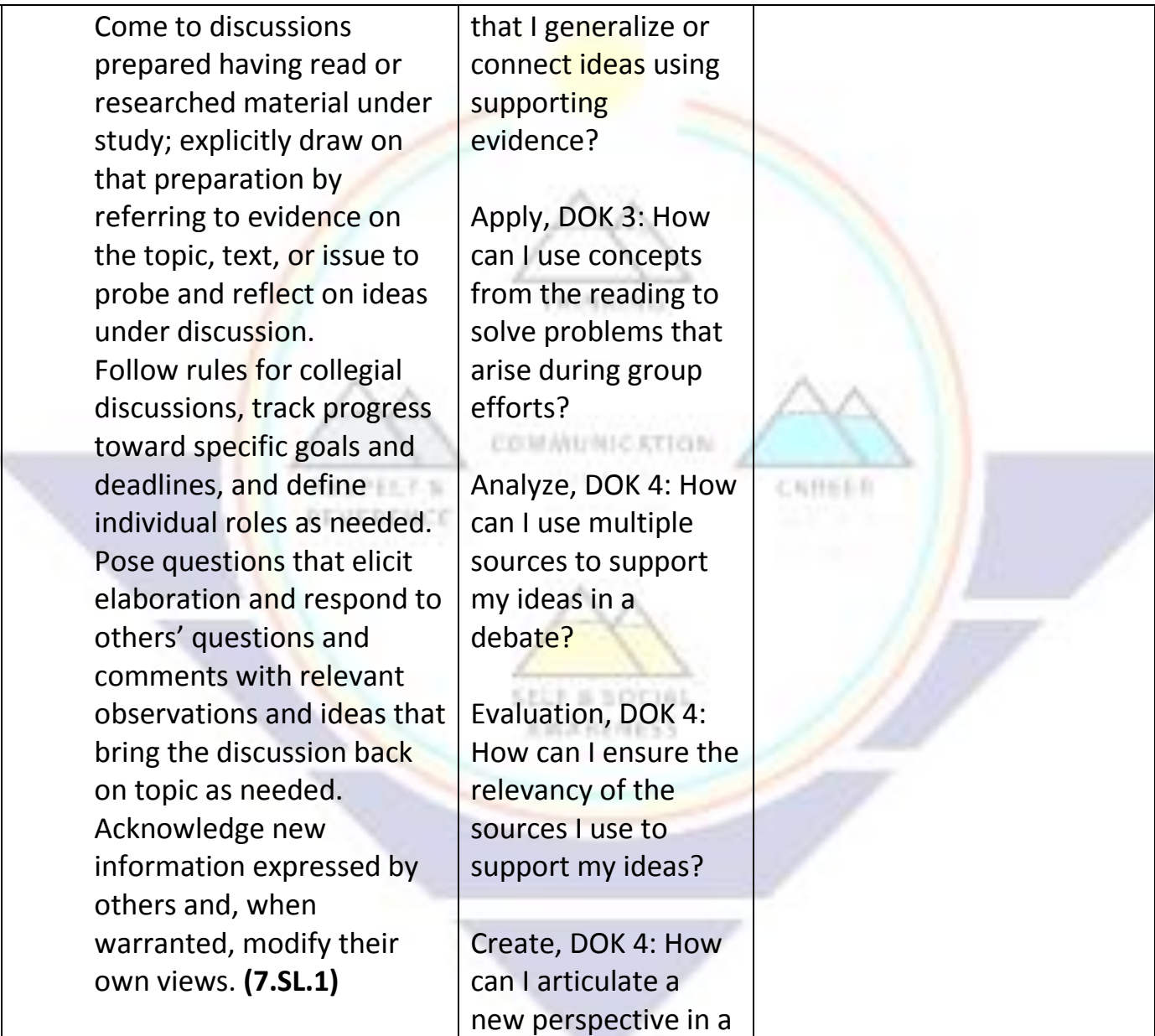
		<p>interpret information?</p> <p>Analyze, DOK 4: How can I access multiple sources?</p> <p>Evaluation, DOK 4: How can I evaluate the completeness of various sources of internet based information, knowing that the internet is full of biased or untrue sources?</p> <p>Create, DOK 4: How can I synthesize information from a variety of print and digital sources?</p>		
All four quarters	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research	Remember, DOK 1: How can I recall the questions already researched and the sources used?	By the end of the year, students will be able to conduct research to meet varied, specific purposes.	Academic: Conduct, Research, Answer, Draw on, Source, Generate, Related,

<p>Resources: PEG Writing, Study Sync</p>	<p>and investigation. (7.W.7)</p>	<p>Understand, DOK 4: How can I explain which concepts relate to others from different domains?</p> <p>Apply, DOK 3: How can I generate research topics for non-routine problems?</p> <p>Analyze, DOK 4: How can I generate questions using multiple sources of information?</p> <p>Evaluation, DOK 4: How can I generate questions when a source is incomplete?</p> <p>Create, DOK 2: How can I generate conjectures?</p>	<p>Focused, Investigation</p>
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<p>All four quarters</p> <p>Resources: Study Sync, PEG Writing, Various Internet based information texts</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 7 Reading standards</i> to literature (e.g., "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").</p> <p>Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "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"). (7.W.9)</p>	<p>Remember, DOK 1: How can I recall facts from fictional and non-fictional texts?</p> <p>Understand, DOK 2: How can I explain the relationships in literary or informational text, or otherwise summarize them to support research?</p> <p>Apply, DOK 2: How can I use features of various texts to support reflection and research?</p> <p>Analyze, DOK 2: How can I analyze text features, format, etc.?</p> <p>Evaluation, DOK 3: How can we use literary and</p>	<p>By the end of the year, students will use information from various kinds of fictional and non-fictional reading to complete research and analysis.</p>	<p>Academic: Draw Evidence From, Literary, Informational, Text, Support Analysis, Reflection, Research, Apply</p>
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		<p>informational texts as evidence to support a logical argument?</p> <p>Create, DOK 2: How can I use literary or informational texts to generate new questions or ideas?</p>		
<p>All four quarters</p> <p>Resources: Study Sync, PEG Writing</p>	<p>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. (7.W.10)</p>	<p>Recall, DOK 1: How can I recall the stages of writing and use those over varied time periods?</p> <p>Understand, DOK 1: How can I determine what type of writing is best for a specific purpose?</p> <p>Apply, DOK 4: How can I choose how to approach a project, given various sets of circumstances?</p>	<p>By the end of the year, students will write over a variety of time periods, to meet a variety of needs.</p>	<p>Academic: Write, Routine, Extended, Range, Discipline, Specific, Task, Purpose, Audience</p>

		<p>Analyze, DOK 2: How can I use various time frames to analyze, interpret or compare literary terms, events or facts?</p> <p>Evaluation, DOK 3: How can I develop logical arguments over varied lengths of time?</p> <p>Create, DOK 4: How can I synthesize information from varied sources, over varied lengths of time?</p>		
<p>All four quarters</p> <p>Resources: Study Sync group “texting” feature,</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>Remember, DOK 1: How can I recall facts so that I can be prepared for discussions?</p> <p>Understand, DOK 3: How can I speak so</p>	<p>By the end of the year, students will speak in a variety of contexts, using appropriate speaking rules and body language.</p>	<p>Academic: Engage, Effective, Collaborative, Diverse, Prepared, Researched, Explicit, Refer, Evidence, Topic, Text, Issue, Probe,</p>

<p>Various readings</p>	<p>Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others and, when warranted, modify their own views. (7.SL.1)</p>	<p>that I generalize or connect ideas using supporting evidence?</p> <p>Apply, DOK 3: How can I use concepts from the reading to solve problems that arise during group efforts?</p> <p>Analyze, DOK 4: How can I use multiple sources to support my ideas in a debate?</p> <p>Evaluation, DOK 4: How can I ensure the relevancy of the sources I use to support my ideas?</p> <p>Create, DOK 4: How can I articulate a new perspective in a</p>		<p>Reflect, Collegial, Track, Deadline, Define, Individual, Pose, Elicit, Elaboration, Respond, Relevant, Observation, Acknowledge, Express, Warranted, Modify</p>
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		speech, debate or other group effort?		
<p>All four quarters</p> <p>Resources: Various text-based sources</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) (7.SL.6)</p>	<p>Remember, DOK 1: How can I recall formal English and use it without hesitation?</p> <p>Understand, DOK 1: How can I determine what type of speech is appropriate for a given situation?</p> <p>Apply, DOK 3: How can I use prior knowledge to adapt speech to situations not previously experienced?</p> <p>Analyze, DOK 2: How can I choose the appropriate format to speak, given a specific set of circumstances?</p>	<p>By the end of the year, students will speak with appropriate grammar and adapt their language to their audience.</p>	<p>Adapt, Variety, Context, Task, Demonstrate Command, Formal English, Indicate, Appropriate,</p>

		<p>Evaluation, DOK 2: How can I ensure that my evidence is sufficient and my argument is logical?</p> <p>Create, DOK 4: How can I articulate a new voice or choose a different format for other situations?</p>		
<p>All four quarters</p> <p>Resources: Dictionary.com, thesaurus.com, Webster's Dictionary and Thesaurus, online resources for Greek and Latin roots</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to</p>	<p>Remember, DOK 1: How can I recall the meaning of words once I determine the meaning?</p> <p>Understand, DOK 1: How can I select appropriate words using context, Greek and Latin affixes and roots, and general and specialized reference materials?</p> <p>Apply, DOK 1: How can I use knowledge</p>	<p>By the end of the year, students will be able to determine the meaning of words they did not previously know using context.</p> <p>By the end of the year, students will be able to determine the meaning of words they did not know using Greek or Latin affixes and roots.</p> <p>By the end of the year, students will be able to determine the meaning of</p>	<p>Determine, clarify, meaning, unknown, multiple-meaning, flexible, strategies, context, overall, position, function, clue, meaning, common, appropriate, Greek, Latin, affixes, root, meaning, consult, general, specialize, reference, material, dictionary, glossary, thesaurus, print, digital, pronunciation,</p>

	<p>the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7.L.4)</p>	<p>of Greek and Latin roots and affixes to determine the meaning of a word?</p> <p>Analyze, DOK 3: How can I use my knowledge of different kinds of words to interpret literary devices, bias and other author's devices?</p> <p>Evaluation, DOK 4: How can I determine the accuracy of a word's definition in a relatively unknown source?</p> <p>Create, DOK 2: How can I generate hypotheses about the meaning of words using similar meanings and make observations to</p>	<p>words they did not know by consulting dictionaries, glossaries, thesauruses and other media.</p> <p>By the end of the year, students will be able to clarify the meaning of multiple meaning words using context.</p> <p>By the end of the year, students will be able to clarify the meaning of multiple meaning words by consulting thesauruses and other media.</p> <p>By the end of the year, students will be able to verify their ideas about the meaning of words that they obtained from context or Greek and Latin roots and affixes by using other tools.</p>	<p>determine, clarify, precise, part of speech, verify, preliminary, determination, check, infer, context</p>
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		verify the meaning of the word?		
<p>All four quarters</p> <p>Resources: Study sync, Dictionaries, Thesauri, online vocabulary resources</p>	<p>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. (7.L.6)</p>	<p>Remember, DOK 1: How can I recall the definitions of terms that are academic or domain-specific?</p> <p>Understand, DOK 4: How can I use vocabulary to connect different domains and content areas?</p> <p>Apply, DOK 2: How can I use context determine the meanings of and acquire knowledge of grade level, domain-specific and academic words?</p> <p>Analyze, DOK 2: How can I use vocabulary knowledge to compare terms?</p>	<p>By the end of the year, students will use appropriate academic, and domain specific vocabulary and conventions.</p>	<p>Acquire, Use Accurately, Appropriate, Academic, Domain, Phrase, Vocabulary, Consider, Comprehension</p>

		<p>Evaluation, DOK 4: How can I use new vocabulary to evaluate the completeness of sources (example: if a source about writing citations is missing the word “web-based,” it might not be complete enough to be useful)?</p> <p>Create, DOK 2: How can I use prior knowledge about vocabulary to generate conjectures about the topic of a current story?</p>		
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Ganado Unified School District

(7th Grade Language Arts)


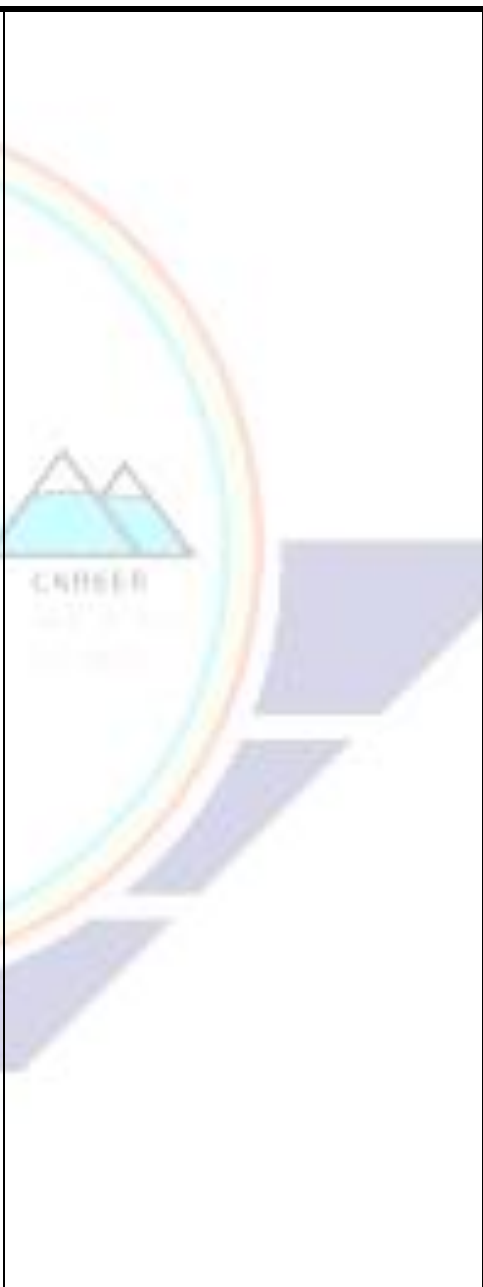
PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Quarter 1</p> <p>This standard will be addressed each quarter, with the primary teaching in 1st quarter and followups in subsequent quarters;</p> <p>Resources: Study Sync, <i>Night</i>, various literary texts</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.1)</p>	<p>Remember, DOK 1: How can I recall what cite, inference, and explicit mean and also recall when it is appropriate to cite something?</p> <p>Understand, DOK1: How can I select the appropriate placement for a citation, based on type (in text, footnote, works cited pate) and based on features (first letter, author’s name, etc)?</p> <p>Understand, DOK 3: How can I use what</p>	<p>By the end of quarter 1, students will be able to cite explicit textual evidence.</p> <p>By the end of quarter 1, students will be able to draw inferences about literary elements from the text.</p>	<p>Cite, textual evidence, support, analysis, explicitly, inference, draw (like take from)</p>

		<p>the text says explicitly to generalize about the ideas in the text?</p> <p>Apply, DOK 3: How can I ensure that I am using citations appropriately, given a new type of text?</p> <p>Apply, DOK 2: How can I draw inferences from the text to interpret information from the text?</p> <p>Analyze, DOK 4: How can I ensure that multiple sources and texts are all appropriately cited when using several to write a work of information, explanation or persuasion?</p>		
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		<p>Analyze, DOK 3: How can I analyze literary devices by drawing inferences from the text?</p> <p>Evaluation, DOK 3: How can I ensure that I am creating a logical argument, using appropriate citations?</p> <p>Evaluation, DOK 4: How can I ensure that an inference is relevant for an argument or explanation?</p> <p>Create, DOK 3: How can I create a model for new citations that includes all the necessary parts of a citation?</p>		
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		Create, DOK 4: How can I use what the author said explicitly, as well as inferences drawn from the text, to create a new voice for the text?		
<p>Quarter 1</p> <p>This will be addressed in each quarter, to some extent. The focus in 1st quarter was character and setting. 2nd quarter focus is plot and point of view. Additionally, in 2nd and 4th quarter, drama will</p>	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7.RL.3)	<p>Recall, DOK 1: How can I recall the definitions of setting, character, plot, point of view, theme, and tone?</p> <p>Understand, DOK 2: How can I explain the relationships among the elements of literature?</p> <p>Apply, DOK 2: How can I obtain information about text features to determine things like character and plot?</p>	<p>By the end of quarter 1, students will be able to define setting, character, plot, point of view, theme, and tone.</p> <p>By the end of quarter 1, students will be able to analyze the effects these literary elements have on each other in stories.</p>	Analyze, particular elements, story, drama, interact, characters, plot, setting, conflict, theme, exposition, rising action, climax, falling action, resolution

<p>be addressed. 3rd quarter was theme and tone. Additionally, 3rd quarter will address poetry. 4th quarter will address interactions among all the parts of literature.</p> <p>Resources: Study sync, various literary texts, narrative non-fiction texts such as biographies, <i>Night</i>, <i>A Wrinkle in Time</i>, "A</p>		<p>Analyze, DOK 2: How can I compare literary elements?</p> <p>Evaluation, DOK 4: How can I determine the relevancy of an aspect of a literary element (is a particular character important to the plot)?</p> <p>Create, DOK 3: How can I create a model that shows how the literary elements are interrelated?</p>		
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<p>Christmas Carol”, various plays and poems from prior literature textbooks</p>				
<p>Quarter 1</p> <p>This will be addressed in all quarters. In 1st quarter, the focus will be citing evidence and drawing inferences.</p> <p>Resources: Study Sync, various information texts</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RI.1)</p>	<p>Remember, DOK 1: How can I recall the difference between explicit and inferential?</p> <p>Understand, DOK 2: How can I draw inferences from the book to support an identification of the main idea?</p> <p>Apply, DOK 2: How can I use text structures to draw inferences from a text?</p>	<p>By the end of quarter 1, students will be able to cite explicit textual evidence.</p> <p>By the end of quarter 1, students will be able to draw inferences about the author’s meaning from the text.</p>	<p>Cite, textual evidence, support analysis, explicit, inference, draw</p>

		<p>Analyze, DOK 1: How can I identify what an author is saying explicitly in a visual or graphic aide?</p> <p>Analyze, DOK 3: How can I interpret an author's biases to support an analysis of the author's explicit and implied ideas?</p> <p>Evaluate, DOK 3: How can I develop a logical argument about the validity of an author's view point by citing what the author says explicitly and drawing inferences from that about the author's ideas?</p> <p>Create, DOK 4: How can I synthesize</p>		
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		information from multiple sources and show how all of the authors imply different things using the same explicit information?		
<p>Quarter 1</p> <p>This connects with the different parts of literature (plot, etc.) and will be covered alongside those. Characters will connect with individuals, setting and plot will connect with</p>	<p>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). (7.RI.3)</p>	<p>Remember, DOK 1: How can I recall what the different possible interactions are for various types of informational texts (example: events and people in biographies, versus ideas and events in some historical documents)?</p> <p>Understand, DOK 3: How can I connect ideas using supporting evidence?</p>	<p>By the end of quarter 1, students will be able to analyze how individuals influence events and ideas.</p> <p>By the end of quarter 1, students will be able to analyze how ideas influence individuals and events.</p> <p>By the end of quarter 1, students will be able to analyze how events influence individuals and ideas.</p>	<p>Analyze, interaction, individuals, events, ideas, influence</p>

<p>events (the where and what), ideas will connect with plot and theme.</p> <p>Resources: Study Sync, various internet based information texts</p>		<p>Apply, DOK 2: How can I use text features to analyze and explain interactions between the parts of informational texts?</p> <p>Analyze, DOK 4: How can I use multiple sources to show the interactions between events and individuals (example: a book about Anne Frank and a different book about The Holocaust)?</p> <p>Evaluation, DOK 3: How can I form a logical arguments about the interactions between elements of informational texts?</p>		
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		Create, DOK 4: How can I use multiple sources to synthesize information from multiple texts about the same topic so that I can understand the interactions more clearly?		
<p>Quarter 1</p> <p>Resources: <i>Night</i>, excerpts from <i>Diary of Anne Frank</i> found in Study Sync, other texts related to WWII</p> <p>In later months, I will also find</p>	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (7.RI.9)	<p>Remember, DOK 1: How can I recall key pieces of information and key facts from informational texts?</p> <p>Understand, DOK 4: How can I explain how facts relate to each other in such a way as to create different sets of interpretations?</p>	By the end of quarter 1, students will be able to analyze how two people from similar backgrounds experienced the same major event in different ways.	Analyze, topic, shape, presentations, key information, emphasize, evidence, advance, interpretation

<p>and have students analyze resources about other topics, such as black holes.</p>		<p>Apply, DOK : How can I use the same set of facts and information to cause differing interpretations?</p> <p>Analyze, DOK 3: How can I critique differing authors' approaches, looking for viewpoints and bias?</p> <p>Evaluation, DOK 4: How can I evaluate whether an author's use of evidence is relevant, compared to another author's?</p> <p>Create, DOK 4: How can I articulate a new perspective from the previous authors, using the same information?</p>		
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<p>Quarter 1</p> <p>Resources: PEG Writing, Study Sync</p> <p>Students will introduce essays in this quarter, but they will continue to practice writing introduction to essays throughout the school year.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p>Remember, DOK 1: How can I recall what an introduction is and where it goes?</p> <p>Understand, DOK 2: How can I use an introduction to specify and explain the relationships in the body of a paper without giving everything away?</p> <p>Apply, DOK 4: How can I decide which approach to take for an introduction, given several alternatives?</p> <p>Analyze, DOK 2: How can I compare facts to arrive at a specific persuasive idea?</p> <p>Evaluation, DOK 3: How can I develop a</p>	<p>By the end of quarter 1, students will be able to identify a well-written persuasive introduction.</p> <p>By the end of quarter 1, students will be able to write a persuasive introduction that clearly identifies the students' opinion and the claims the student is making.</p>	<p>Write, arguments, support, claims, clear reasons, relevant evidence</p>
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		<p>logical introduction to an argument using specific facts and evidence?</p> <p>Create, DOK 4: How can I synthesize information from multiple texts to write a logical introduction to an argument?</p>		
<p>Quarter 1</p> <p>Resources: PEG Writing, Study Sync</p> <p>Students will introduce essays in this quarter, but they will continue to practice writing introduction</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include</p>	<p>Remember, DOK 1: How can I recall what an introduction is and where it goes?</p> <p>Understand, DOK 2: How can I tell the reader my central idea?</p> <p>Apply, DOK 3: How can I use the facts available to introduce the concept without</p>	<p>By the end of quarter 1, students will be able to identify a well-written introduction to an informative or explanatory essay.</p> <p>By the end of quarter 1, students will be able to write an introduction that clearly previews the rest of the essay and has a clear topic/thesis statement.</p>	<p>Write, informative, explanatory, examine, topic, convey, ideas, concepts, information, selection, organization, analysis, relevant content, introduce, preview, organize, strategies, definition, classification, comparison/</p>

<p>to essays throughout the school year.</p>	<p>formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>providing too much information?</p> <p>Analyze, DOK 4: How can I create an introduction and a thesis using information from multiple sources?</p> <p>Evaluation, DOK 4: How can I evaluate the relevancy of information used during the introduction?</p> <p>Create, DOK 3: How can I create a model for creating a topic/thesis statement?</p>		<p>contrast, cause/effect, format, headings, charts, tables, multimedia, aide, comprehension</p>
<p>Quarter 1</p> <p>Resources: PEG Writing, Study Sync</p>	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant</p>	<p>Remember, DOK 1: How can I recall where to place context, and how to orient reader?</p>	<p>By the end of quarter 1, students will be able to identify the exposition that marks the introduction to a story as</p>	<p>Narratives, develop, real, imagined, experiences, events, effective,</p>

<p>Students will introduce stories in this quarter, but they will continue to practice writing introduction to essays throughout the school year.</p>	<p>descriptive details, and well-structured event sequences.</p> <p>a. 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.</p>	<p>Understand, DOK 2: How can I provide a central theme to the reader?</p> <p>Apply, DOK 4: How can I write an introduction to an original narrative?</p> <p>Analyze, DOK 2: How can I use literary elements to write an original beginning?</p> <p>Evaluation, DOK 3: How can I evaluate the details used at the beginning of a story to ensure that they are logical?</p> <p>Create, DOK 4: How can I articulate a new voice?</p>	<p>well as well-written attention-getters.</p> <p>By the end of quarter 1, students will be able to write an introduction to a story that establishes the characters and places the reader in the story in an attention-grabbing way.</p>	<p>technique, relevant, descriptive, details, well-structured, event, sequences, engage, orient, establish, context, point of view, introduce, narrator, characters, organize, event, sequence, unfold, natural, logical</p>
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<p>Quarter 1</p> <p>Resources: PEG Writing, Study Sync, internet based resources for writing different kinds of writing (as enumerated in the list at right)</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (7.W.4)</p> <p>Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ.7.W.4)</p>	<p>Remember, DOK 1: How can I recall the uses for formal letters and invitations?</p> <p>Understand, DOK 1: How can I select the appropriate type of writing for a specific situation?</p> <p>Apply, DOK 2: How can I use text features to determine what kind of writing something is?</p> <p>Analyze, DOK 2: How can I analyze formatting and organization for various types of writing?</p> <p>Evaluation, DOK 3: How can I evaluate</p>	<p>By the end of quarter 1, students will be able to identify purpose and audience for various kinds of writing.</p> <p>By the end of quarter 1, students will know the format for formal letters and envelopes.</p>	<p>Produce, clear, coherent, development, organization, style, appropriate, task, purpose, audience, functional, formal</p>
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		<p>whether a piece of writing, already written, was appropriate for a situation?</p> <p>Create, DOK 3: How can I develop a model for sorting types of writing using features?</p>		
<p>Quarter 1</p> <p>Resources: Internet based news sites, books, periodicals, Perdue OWL source for writing citations, internet sources for formatting source citations in</p>	<p>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.</p> <p>(7.W.8)</p>	<p>Remember, DOK 1: How can I recall good places to gather information (Google, etc.) and how to ensure that my search terms are effective?</p> <p>Understand, DOK 3: How can I connect ideas through quoting and paraphrasing evidence?</p>	<p>By the end of quarter 1, students will be able to assess the credibility of various resources.</p> <p>By the end of quarter 1, students will be able to assess the accuracy of various resources.</p> <p>By the end of quarter 1, students will be able to cite sources following MLA format and format a works cited page that follows it.</p>	<p>Gather, relevant, information, multiple, print, digital, source, search terms, effective, credible/credibility, accuracy, quote, paraphrase, data, conclusions, avoid, plagiarism, follow, standard, format, citation</p>

<p>MLA style, PEG writing</p>		<p>Apply, DOK 3: How can I ensure that I avoid plagiarism in all of my writing?</p> <p>Analyze, DOK 4: How can I use effective search terms to gather multiple sources to analyze?</p> <p>Evaluation, DOK 4: How can I assess the credibility and accuracy of a variety of sources while avoiding plagiarism?</p> <p>Create, DOK 4: How can I synthesize information by paraphrasing, quoting, assessing accuracy and avoiding plagiarism in my writings?</p>		
<p>Quarter 1</p>	<p>Present claims and findings, emphasizing salient points in a</p>	<p>Remember, DOK 1: How can I recall the</p>	<p>By the end of quarter 1, students will be able to</p>	<p>Present, claims, findings,</p>

<p>Students should continue to work on this throughout the school year. They will practice with plays, book readings, and so on. Toward the end of the year, they will read their own work, including different types of research essays.</p>	<p>focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (7.SL.4)</p>	<p>meanings of salient and coherent?</p> <p>Remember, DOK 1: How can I recall what kind of eye contact, volume and pronunciation are appropriate?</p> <p>Understand, DOK 2: How can I use my speaking skills to explain relationships?</p> <p>Apply, DOK 1: How can I provide adequate context so that everyone understands the meaning of the words I'm using?</p> <p>Analyze, DOK 2: How can I organize my speeches so that I</p>	<p>use appropriate eye contact, body language, and volume to convey information in a speech.</p>	<p>emphasize, salient, focused, coherent, manner, pertinent, description, fact, details, example, appropriate, eye contact, adequate volume, clear pronunciation</p>
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		<p>can focus on various points?</p> <p>Evaluation, DOK 3: How can I develop a logical argument or informative speech?</p> <p>Create, DOK 1: How can I cause others to generate ideas related to my topic using my speech?</p>		
<p>Quarter 1</p> <p>Holt Language book for exercises, Internet resources, SMART Board lecture on different types of sentences</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Focus on simple sentences ONLY in standard classes.</p> <p>In honors class, focus on simple and compound sentences (DOK levels for compound sentences found in quarter 2)</p>	<p>Remember, DOK 1: How can I recall what a noun, verb, pronoun, subject, predicate and simple sentence are?</p> <p>Understand, DOK 1: How can I select the right words to use in a simple sentence?</p> <p>Apply, DOK 2: How can I use the features of simple</p>	<p>By the end of quarter 1, students will be able to identify and use simple sentences, and correctly place subjects, verbs and objects in those sentences as well as identify the parts of speech that make up subjects, objects and verbs.</p>	<p>Demonstrate, command, conventions, Standard English, grammar, usage, choose, among, simple sentence, signal, differing relationships</p>

		<p>sentences to obtain information from those sentences?</p> <p>Analyze, DOK 2: How can I use simple sentences in my formatting?</p> <p>Evaluation, DOK 3: How can I ensure that my simple sentences are well written?</p> <p>Create, DOK 3: How can I develop a model to write perfect simple sentences every time a simple sentence is called for?</p>		
<p>Quarter 1</p> <p>Resources: Daily Book, Internet resources,</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Distinguish among the connotations (associations)</p>	<p>Remember, DOK 1: How can I recall whether meanings are figurative or literal, and if they are figurative, what</p>	<p>By the end of quarter 1, students will be able to differentiate between denotative and connotative meanings of words and use the</p>	<p>Demonstrate, understanding, figurative language, word relationships, nuances, word meanings,</p>

<p>books, poems, plays, etc, with figurative language</p>	<p>of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). (7.L.5)</p>	<p>the other possible meanings are?</p> <p>Understand, DOK 1: How can I select the right work (connotative or denotative) for various situations?</p> <p>Apply, DOK 1: How can I use language structure to determine meanings?</p> <p>Analyze, DOK 3: How can I use literary devices to improve my writing?</p> <p>Evaluate, DOK 3: How can I evaluate whether a word used is the best word for that situation?</p>	<p>synonym with the appropriate connotation when writing and speaking.</p>	<p>distinguish, connotations, associations, similar, denotation, definition</p>
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		Create, DOK 1: How can I brainstorm words to use in my writing?	
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Ganado Unified School District
 (7th Grade Language Arts)
PACING Guide SY 2014-2015

Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
Quarter 2 Resources: <i>Night</i> , various short stories (fiction preferred, but not required), SMART Board exercise on how to identify a theme in literature.	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. (7.RL.2)	Remember, DOK 1: How can I recall what theme and central idea mean in the context of a work of fiction? Understand, DOK 2: How can I identify central ideas and summarize a story? Understand, DOK 3: How can I explain the central idea using supporting evidence? Apply, DOK 2: How can I use text features to obtain the central idea/theme?	By the end of quarter 2, students will be able to determine the theme of fictional texts. By the end of quarter 2, students will be able to analyze how an author develops a theme over the course of a short story as well as over the course of a novel. By the end of quarter 2, students will be able to write an objective summary of a short story, a chapter in a novel, a play and a whole novel.	Determine, theme, central idea, text, analyze, development, provide, objective summary


		<p>Analyze, DOK 2: How can I analyze how literary elements contribute to the theme?</p> <p>Evaluation, DOK 3: How can I evaluate different possible themes based on evidence from the story?</p> <p>Create, DOK 2: How can I generate conjectures about possible themes using evidence?</p>		
<p>Quarter 2</p> <p>Resources: poems that use sound repetitions, tongue twisters, examples of alliteration</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; 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. (7.RL.4)</p>	<p>Remember, DOK 1: How can I recall what figurative, connotative, rhymes, alliteration (and other repetitions of sound) are?</p> <p>Understand, DOK 1: How can I use connotative and</p>	<p>By the end of quarter 2, students will be able to use context to determine the meaning of figurative or connotative meaning in text.</p> <p>By the end of quarter 2, students will be able to analyze how authors use</p>	<p>Determine, meaning, words, phrases, include, figurative, connotative, meanings, analyze, impact, rhyme, repetition, alliteration, specific, verse,</p>

<p>used in other media (comics, etc.), Examples of figurative language used in various contexts</p>		<p>figurative meanings to select the right words?</p> <p>Apply, DOK 2: How can I use rhymes and alliteration to understand the meaning of a particular poem?</p> <p>Analyze, DOK 2: How can I analyze repetitions of sound to understand the meaning of a poem?</p> <p>Evaluate, DOK 3: How can I use repetitions of sound to support an argument about a poem?</p> <p>Create, DOK 4: How can I rewrite a poem using a different rhyme scheme and analyze how the meaning changes?</p>	<p>repetition of sound in poetry to effect meaning.</p> <p>By the end of quarter 2, students will be able to write a short poem that uses repetition of sound.</p>	<p>stanza, poem, story, drama</p>
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<p>Quarter 2</p> <p>Resources: Play version of “A Christmas Carol” found in both literature books, SMART Board lecture on types of plays, various forms of poetry, internet resources about types of poems</p>	<p>Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7.RL.5)</p>	<p>Remember, DOK 1: How can I recall different structures of dramas?</p> <p>Understand, DOK 2: How can I specify relationships between characters in a drama using the drama’s form?</p> <p>Apply, DOK 2: How can I use the features of different kinds of drama to interpret information from the drama?</p> <p>Analyze, DOK 3: How can I use literary devices to critique a drama?</p> <p>Evaluation, DOK 4: How can I evaluate the effectiveness of specific dramatic</p>	<p>By the end of quarter 2, students will be able to analyze how a poet uses form to convey meaning.</p> <p>By the end of quarter 2, students will be able to analyze how a drama based on literature (A Christmas Carol) uses monologue and soliloquy to convey the original story.</p>	<p>Analyze, drama, poem, form, structure, soliloquy, comedy, tragedy, history, sonnet, haiku, free form, narrative, limerick, contribute, meaning</p>
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		<p>devices across dramas?</p> <p>Create, DOK 3: How can I create a model to show where various dramas go in the scheme of dramatic literature?</p>		
<p>Quarter 2</p> <p>Resources: videos of material based on or similar to texts read, internet resources about the types of effects and techniques used in different media (sound in audio</p>	<p>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). (7.RL.7)</p>	<p>Remember, DOK 1: How can I recall what comparing and contrasting look like and how to differentiate between versions of a story?</p> <p>Understand, DOK 2: How can I explain the relationships between books and plays or books and movies?</p> <p>Apply, DOK 2: How can I use features of movies, plays and books to obtain information?</p>	<p>By the end of quarter 2, students will be able to compare and contrast the dramatic version and movie techniques for “A Christmas Carol” against the playbook version.</p>	<p>Compare, contrast, written, story, drama, poem, audio, filmed, staged, multimedia, version, analyzing, effect, technique, unique, medium, lighting, sound, color, camera focus, angles, etc.</p>

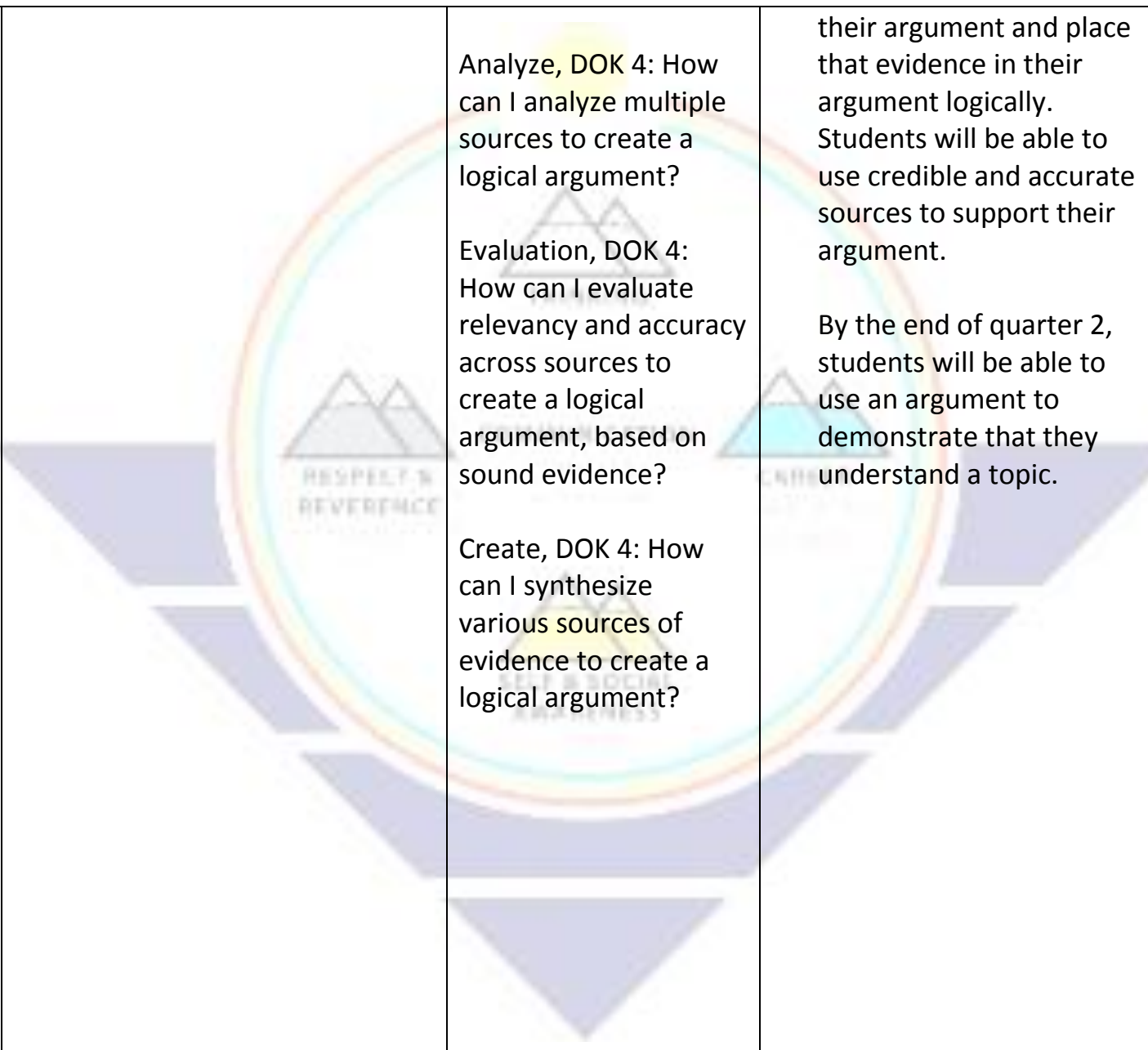
<p>versions, lighting, etc.), audio versions of texts, (audiobooks , radio plays, etc.)</p>		<p>Analyze, DOK 2: How can I compare and contrast movies, books, and plays using features specific to each?</p> <p>Evaluate, DOK 4: How can I evaluate the information from books, plays and movies?</p> <p>Create, DOK 4: How can I write a play based on a story, using features compared?</p>		
<p>Quarter 2</p> <p>Resources: internet resources about time periods experienced in books,</p>	<p>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.</p> <p>(7.RL.9)</p>	<p>Remember, DOK 1: How can I recall information about a historical period to compare to a story set during that period?</p> <p>Understand, DOK 3: How can I connect the</p>	<p>By the end of quarter 2, students will be able to identify key features of a story, poem and play from a historical time period.</p> <p>By the end of quarter 2, students will be able to</p>	<p>Compare, contrast, fictional, portrayal, time, place, character, historical account, period, means, understanding, authors, use, alter, history</p>

<p>books, short stories, etc.</p>		<p>historical past to the fictional past?</p> <p>Apply, DOK 2: How can I obtain information about the past to compare to a fictional representation?</p> <p>Analyze, DOK 4: How can I analyze complex themes from historical settings?</p> <p>Evaluation, DOK 4: How can I evaluate whether the setting presented in fiction is historically accurate using a variety of primary and secondary sources?</p> <p>Create, DOK 4: How can I rewrite a story to take place in a different time and place to show how</p>	<p>identify how authors change history (or in some cases, change their present which is our past).</p>	
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		<p>setting affects other literary elements?</p>		
<p>Quarter 2</p> <p>Resources: Information texts with figurative language, specific word choices, technical language, etc.</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (7.RI.4)</p>	<p>Remember, DOK 1: How can I differentiate between literal and figurative, connotative or technical meanings?</p> <p>Understand, DOK 1: How can I select the right words, including figurative, connotative and technical meanings?</p> <p>Apply, DOK 2: How can I use context to identify the meanings of words?</p> <p>Analyze, DOK 3: How can I analyze the impact of word choice on the author's work?</p> <p>Evaluate, DOK 3: How can I evaluate word choice to determine</p>	<p>By the end of quarter 2, students will be able to determine the meaning of words and phrases based on context.</p> <p>By the end of quarter 2, students will be able to analyze how authors' specific uses of figurative, connotative and technical language impact meaning and tone.</p>	<p>Determine, meaning, words, phrases, include, figurative, connotative, technical meaning, analyze, impact, specific, word choice, tone</p>

		<p>whether a particular word is the best word used?</p> <p>Create, DOK 3: How can I create a solution if a word is not the best used?</p>		
<p>Quarter 2</p> <p>Resources: Preston Webster poster, internet resources with structures such as Cause/ Effect, Compare/ Contrast, Sequence (one text can have more than one</p>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7.RI.5)</p>	<p>Remember, DOK 1: How can I recall the possible methods for an author to organize a text?</p> <p>Understand, DOK 2: How can I explain relationships using the author’s method of organizing a text?</p> <p>Apply, DOK 2: How can I use text features to determine how the author developed ideas?</p>	<p>By the end of quarter 2, students will be able to identify features of text organization.</p> <p>By the end of quarter 2, students will be able to analyze how authors’ use of text organization affects meaning and importance of different points.</p>	<p>Analyze, structure, author, organize, include, major, sections, contribute, whole, develop, ideas</p>

<p>structure), graphic organizers for each structure</p>		<p>Analyze, DOK 2: How can I analyze formatting in a text?</p> <p>Evaluation, DOK 3: How can I determine whether the ideas have been adequately developed?</p> <p>Create, DOK 1: How can I brainstorm further ideas to consider based on the ideas in the text?</p>		
<p>Quarter 2</p> <p>Resources: PEG writing, SMART Board exercise about the body of an essay, SMART Board exercise</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p>Remember, DOK 1: How can I recall the methods for gathering evidence?</p> <p>Understand, DOK 3: How can I connect arguments using evidence?</p> <p>Apply, DOK 2: How can I argue about information obtained?</p>	<p>By the end of quarter 2, students will be able to identify logical support for an argument.</p> <p>By the end of quarter 2, students will be able to use logical support for an argument.</p> <p>By the end of quarter 2, students will be able to find evidence relevant to</p>	<p>Write, arguments, support, claims, clear, reasons, relevant, evidence, logical, reasoning, accurate, credible, sources, demonstrate, understanding, topic, text</p>

<p>about finding credible resources, Internet resources about arranging essays logically (Preston Webster poster may also be used)</p> <p>Students will begin this work in 2nd quarter, but they will continue to use it for the remainder of the school year, in the same way they</p>		<p>Analyze, DOK 4: How can I analyze multiple sources to create a logical argument?</p> <p>Evaluation, DOK 4: How can I evaluate relevancy and accuracy across sources to create a logical argument, based on sound evidence?</p> <p>Create, DOK 4: How can I synthesize various sources of evidence to create a logical argument?</p>	<p>their argument and place that evidence in their argument logically. Students will be able to use credible and accurate sources to support their argument.</p> <p>By the end of quarter 2, students will be able to use an argument to demonstrate that they understand a topic.</p>	
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<p>began writing introduction in first quarter, and are continuing that now.</p>				
<p>Quarter 2</p> <p>Resources: Examples of essays with formal style, Internet resources about the importance of formal style in information writing especially; PEG writing</p> <p>This will be introduced in this</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Establish and maintain a formal style.</p>	<p>Remember, DOK 1: How can I recall what formal style looks like?</p> <p>Understand, DOK 2: How can I select the best word to use to maintain formal style?</p> <p>Apply, DOK 2: How can I provide the text features of formal style?</p>	<p>By the end of quarter 2, students will be able to identify formal style in writing, and contrast that against informal style.</p> <p>By the end of quarter 2, students will be able to utilize formal style throughout their writing to show that they take a topic seriously.</p>	<p>Write, arguments, support, claims, clear, reasons, relevant, evidence, establish, maintain, formal, style</p>

<p>quarter, but used throughout the remainder of the school year</p>				
<p>Quarter 2</p> <p>Resources: PEG Writing, Preston Webster poster, internet based resources</p> <p>This will be introduced in this quarter, and continued through the end of the year, tied in with citing sources as</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Remember, DOK 1: How can I recall what a relevant fact, detail, definition, or quotation looks like?</p> <p>Understand, DOK 3: How can I use evidence in the form of facts, definitions, details, and quotations to connect ideas?</p> <p>Apply, DOK 4: How can I determine what the best approach to developing a topic might be?</p> <p>Analyze, DOK 4: How can I apply an analysis</p>	<p>By the end of quarter 2, students will be able to inform their audience using relevant facts in an informational or explanatory setting (e.g. students will not talk about peanut butter and jelly in an essay about spaghetti).</p> <p>By the end of quarter 2, students will be able to define difficult words in their writing without detracting from the flow of the writing.</p> <p>By the end of quarter 2, students will be able to use details and</p>	<p>Write, informative, explanatory, examine, convey, concepts, information, selection, organization, analysis, relevant, content, develop, topic, relevant, facts, definitions, concrete, details, quotations, examples</p>

<p>well as the 1st standard of the Reading Standards for both literature and informative texts.</p>		<p>of multiple texts to ensuring that I have relevant facts, definitions, details, and quotations?</p> <p>Evaluation, DOK 4: How can I ensure that all of the sources I use are relevant, accurate and complete to ensure that the details are well written?</p> <p>Create, DOK 4: How can I synthesize information from a variety of texts?</p>	<p>quotations to effectively convey information.</p> <p>By the end of quarter 2, students will be able to give pertinent examples to address the capabilities of their audience.</p>	
<p>Quarter 2</p> <p>Resources: PEG Writing, internet sources</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Remember, DOK 1: How can I recall the definitions of the words that are most important to my writing?</p> <p>Understand, DOK 1: How can I select the</p>	<p>By the end of quarter 2, students will be able to use language precisely so that the correct synonym is used each time.</p> <p>By the end of quarter 2, students will be able to include domain specific vocabulary in their</p>	<p>Write, informative, explanatory, examine, topic, convey, ideas, information, selection, organization, analysis, relevant, content, precise, domain-specific,</p>

		<p>best word for every situation in writing?</p> <p>Apply, DOK 2: How can I ensure that the vocabulary I use has enough context, definitions or other information to ensure understanding?</p> <p>Analyze, DOK 2: How can I use I ensure that my formatting, organization and text features clarify the meaning of the vocabulary used?</p> <p>Evaluation, DOK 3: How can I cite evidence using precise language and vocabulary?</p> <p>Create, DOK 3: How can I create a model for checking the words</p>	<p>writing so that the vocabulary is used correctly and in such a way that it doesn't interfere with the reader's understanding of the topic.</p> <p>By the end of quarter 2, students will be able to choose words that convey specific meanings.</p>	<p>vocabulary, inform, explain, topic</p>
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		that I use, to ensure that they are the best words used?		
<p>Quarter 2</p> <p>Resources: PEG Writing, internet sources, story organizing graphic organizers</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>Remember, DOK 1: How can I recall the meaning of dialogue, pacing, and description to ensure that I am using it in my writing?</p> <p>Understand, DOK 2: How can I use narrative techniques to explain relationships?</p> <p>Apply, DOK 2: How can I use narrative techniques to convey information in a story?</p> <p>Analyze, DOK 3: How can I apply literary devices and techniques to my own writing?</p> <p>Evaluation, DOK 3: How can I ensure that my narrative</p>	<p>By the end of quarter 2, students will be able to write dialogue without confusing the reader about who is talking.</p> <p>By the end of quarter 2, students will be able to pace a story so that it is interesting to read without moving too fast or slow.</p> <p>By the end of quarter 2, students will be able to describe characters and events without hindering the pace of the narrative.</p> <p>By the end of quarter 2, students will be able to develop characters and events so that the story follows a clear and interesting plot.</p>	<p>Narrative, develop, real, imagined, experiences, events, effective, technique, relevant, descriptive, details, well-structured, event, sequence, narrative, techniques, dialogue, pacing, description, develop, experience, events, characters</p>

		<p>techniques are relevant?</p> <p>Create, DOK 3: How can I create a narrative that flows well using narrative techniques?</p>		
<p>Quarter 2</p> <p>Resources: PEG Writing, exemplar texts</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p>Remember, DOK 1: How can I recall what precise language, descriptive details, and sensory language are so as to be able to use them?</p> <p>Understand, DOK 1: How can I select the best language to use to describe a situation?</p> <p>Apply, DOK 3: How can I use words correctly, but ensure that my details are original?</p> <p>Analyze, DOK 3: How can I use details to convey experiences</p>	<p>By the end of quarter 2, students will be able to choose words that have precise meanings for a particular use.</p> <p>By the end of quarter 2, students will be able to choose phrases that mean exactly what they need for their narratives.</p> <p>By the end of quarter 2, students will be able to provide sensory details that convey action and experiences.</p>	

		<p>through various literary devices?</p> <p>Evaluation, DOK 3: How can I evaluate the language I've chosen to ensure that it fits the experiences I'm trying to convey?</p> <p>Create, DOK2: How can I write experiences that are original?</p>		
<p>Quarter 2</p> <p>Resources: Internet based sources, Study Sync, Perdue OWL, MLA worksheet, Lesson on how to identify good sources</p>	<p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7.W.8)</p>	<p>Remember, DOK 1: How can I recall good places to gather information (Google, etc.) and how to ensure that my search terms are effective?</p> <p>Understand, DOK 3: How can I connect ideas through quoting and paraphrasing evidence?</p>	<p>By the end of quarter 2, students will be able to quote and paraphrase data and ideas.</p> <p>By the end of quarter 2, By the end of quarter 2, students will be able to avoid all instances of plagiarism.</p> <p>By the end of quarter 2, students will be able to use search terms effectively to find</p>	<p>Gather, relevant, information, multiple, print, digital, search terms, effective, assess, credibility, accuracy, quote, paraphrase, data, conclusions, avoid, plagiarism, follow, standard format, citation</p>

		<p>Apply, DOK 3: How can I ensure that I avoid plagiarism in all of my writing?</p> <p>Analyze, DOK 4: How can I use effective search terms to gather multiple sources to analyze?</p> <p>Evaluation, DOK 4: How can I assess the credibility and accuracy of a variety of sources while avoiding plagiarism?</p> <p>Create, DOK 4: How can I synthesize information by paraphrasing, quoting, assessing accuracy and avoiding plagiarism in my writings?</p>	accurate and relevant information.	
Quarter 2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning	Remember, DOK 1: How can I recall what constitutes sound	By the end of quarter 2, students will be able to delineate the argument a	Delineate, speaker, argument, specific, claims, evaluating,

<p>Study Sync, audible AND written versions of the same speech</p>	<p>and the relevance and sufficiency of the evidence. (7.SL.3)</p>	<p>reasoning and relevant, sufficient evidence?</p> <p>Understand, DOK 3: How can I determine whether evidence is sufficient to explain what the ideas the speaker is trying to explain?</p> <p>Apply, DOK 3: How can I use prior concepts to decide on the line of a speaker's argument?</p> <p>Analyze, DOK 3: How can I analyze the speaker's argument, to find potential biases in relevance to the argument?</p> <p>Evaluate, DOK 3: How can I evaluate the relevance of one speaker's evidence?</p>	<p>speaker is making by listening to a speech.</p> <p>By the end of quarter 2, students will be able to identify specific claims.</p> <p>By the end of quarter 2, students will be able to evaluate the soundness of specific claims.</p> <p>By the end of quarter 2, students will be able to identify whether a speaker is using sufficient evidence.</p>	<p>soundness, reasoning, relevance, sufficiency, evidence</p>
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		Create, DOK 3: How can I create a way to listen for specific types of evidence?		
Quarter 2 Resources Language Book, internet resources (worksheets , etc.)	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.	Remember, DOK 1: How can I recall what the various kinds of phrases and clauses are, as well as the difference between phrases and clauses? Understand, DOK 2: How can I use phrases and clauses to specify relationships? Apply, DOK 3: How can I use prior knowledge to solve problems of placing phrases and clauses in sentences? Analyze, DOK 2: How can I use phrases and clauses in my analysis of format?	By the end of quarter 2, students will be able to identify a phrase. By the end of quarter 2, students will be able to identify a clause. By the end of quarter 2, students will be able to differentiate independently between phrases and clauses, generally. By the end of quarter 2, students will be able to identify and differentiate between prepositional phrases, adjective phrases, adverb phrases, participle phrases,	Demonstrate, command, conventions, Standard English, grammar, usage, explain, function, phrase, prepositional phrases, adjective phrases, adverb phrases, participle phrases, verb phrases, infinitive phrases, appositive phrases, clause, independent clause, subordinate clause general, specific

		<p>Evaluation, DOK 3: How can I assess my use of phrases and clauses in sentences?</p> <p>Create, DOK 2: How can I generate conjectures about the placement of phrases and clauses in sentences?</p>	<p>infinitive phrases, and appositive phrases.</p> <p>By the end of quarter 2, students will be able to use all of the types of phrases in sentences. Students will be able to identify and differentiate between independent and subordinate clauses.</p>	
<p>Quarter 2</p> <p>Resources: Language book, internet based sources, SMART Board lesson</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Honors will look at complex sentences while standard will look at compound.</p>	<p>Remember, DOK 1: How can I recall what conjunctions in general, and coordinate conjunctions in particular are and how they are used in compound sentences?</p> <p>Understand, DOK 2: How can I use compound sentences to explain relationships?</p>	<p>By the end of quarter 2, students will be able to identify compound sentences.</p> <p>By the end of quarter 2, students will be able to use coordinating conjunctions and semi-colons to define relationships among ideas.</p> <p>By the end of quarter 2, students will be able to</p>	<p>Demonstrate, conventions, Standard English, grammar, usage, compound sentences, signal, relationships, coordinating conjunction, conjunctions, semi-colon</p>

		<p>Apply, DOK 2: How can I use compound sentences to create text features that make understanding my writing easier?</p> <p>Analyze, DOK 2: How can I use compound sentences to create organizational features that make my writing easier to understand?</p> <p>Evaluation, DOK 3: How can I evaluate whether a compound sentence or a collection of simple sentences would be better, given a specific situation?</p> <p>Create, DOK 3: How can I develop a model to choose between simple and compound sentences that can be</p>	<p>list all of the coordinating conjunctions.</p> <p>By the end of quarter 2, students will be able to define all of the coordinating conjunctions</p>	
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		updated later to include other types of sentences?		
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Quarter 3</p> <p>Resources: Study Sync, internet sources</p>	<p>Analyze how a drama or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7.RL.5)</p>	<p>Remember, DOK 1: How can I recall the features that make up different kinds of poem?</p> <p>Understand, DOK 1: How can I choose the correct type of poem, given a specific set of features?</p> <p>Apply, DOK 2: How can I use features of a poem to identify possible meanings?</p> <p>Analyze, DOK 2: How can I analyze how a poem’s structure</p>	<p>By the end of quarter 3, students will be able to identify haiku, sonnets, limericks and narrative poems by their structure.</p> <p>By the end of quarter 3, students will be able to analyze how poets use different forms to convey meaning.</p>	<p>Analyze, drama, poem, form, structure, soliloquy, haiku, etc.</p>

		<p>contributes to the poem's meaning?</p> <p>Evaluation, DOK 3: How can I cite evidence to support an analysis of a poem based on the poem's form?</p> <p>Create, DOK 2: How can I create poems using a specific form?</p>		
<p>Quarter 3 Resources: Study Sync, various short stories, internet resources</p>	<p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (7.RL.6)</p>	<p>Remember, DOK 1: How can I recall what the possible points of view are for fiction?</p> <p>Understand, DOK 1: How can I select the correct point of view, given a set of criteria?</p> <p>Apply, DOK 2: How can I use text</p>	<p>By the end of quarter 3, students will be able to identify how authors use multiple narrators to tell a story.</p> <p>By the end of quarter 3, students will be able to identify how authors differentiate between the perspectives of important characters in a third person point-of-view book.</p>	<p>Analyze, author, develop, contrast, points of view, character, narrator</p>

		<p>features to obtain information about the point of view?</p> <p>Analyze, DOK 3: How can I use the point of view of the characters to critique a text?</p> <p>Evaluate, DOK 3: How can I decide whether the point of view used was the best one?</p> <p>Create, DOK 3: How can I create an organizer/flow chart to determine what kind of point of view a story is using?</p>	<p>By the end of quarter 3, students will be able to analyze how an author contrasts between perspectives and points of view to tell a coherent story.</p>	
<p>Quarter 3</p> <p>Resources: Study Sync, various short</p>	<p>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</p>	<p>Remember, DOK 1: How can I recall information about a historical period to compare to a story</p>	<p>By the end of quarter 3, students will be able to independently identify works that take place in historical time periods.</p>	<p>Compare, contrast, fictional, portrayal, time, place, character, historical, account, period, means,</p>

<p>stories, internet resources</p>	<p>fiction use or alter history. (7.RL.9)</p>	<p>set during that period?</p> <p>Understand, DOK 3: How can I connect the historical past to the fictional past?</p> <p>Apply, DOK 2: How can I obtain information about the past to compare to a fictional representation?</p> <p>Analyze, DOK 4: How can I analyze complex themes from historical settings?</p> <p>Evaluation, DOK 4: How can I evaluate whether the setting presented in fiction is historically accurate using a variety of primary</p>	<p>By the end of quarter 3, students will be able to contrast a fictional account of a time period against a historical account, specifying what differences there are.</p> <p>By the end of quarter 3, students will be able to evaluate how authors altered history for the purposes of their story.</p>	<p>understanding, authors, fiction, alter, history</p>
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		<p>and secondary sources?</p> <p>Create, DOK 4: How can I rewrite a story to take place in a different time and place to show how setting affects other literary elements?</p>		
<p>Quarter 3</p> <p>Resources: Study Sync, various short information texts, internet resources</p>	<p>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. (7.RI.2)</p>	<p>Remember, DOK 1: How can I recall the definition of a central idea in a non-fiction text?</p> <p>Understand, DOK 2: How can I identify a central idea and summarize the text?</p> <p>Apply, DOK 2: How can I use text features to identify main ideas?</p> <p>Analyze, DOK 3: How can I analyze how</p>	<p>By the end of quarter 3, students will be able to determine two different central ideas in non-fictional texts.</p> <p>By the end of quarter 3, students will be able to analyze the development of two different central ideas throughout a text.</p> <p>By the end of quarter 3, students will be able to objectively summarize non-fictional texts of varying lengths and types.</p>	<p>Determine, central ideas, analyze, development, course, provide, objective, summary</p>

		<p>multiple central ideas develop over the course of a text, proving that those are valid main ideas?</p> <p>Evaluate, DOK 3: How can I evaluate my summary to ensure that it is accurate and objective?</p> <p>Create, DOK 2: How can I create a conjecture about possible central ideas in non-fiction texts?</p>		
<p>Quarter 3</p> <p>Resources: Study Sync, various short information texts,</p>	<p>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. (7.RI.6)</p>	<p>Remember, DOK 1: How can I recall what authors' points of view are in non-fiction?</p> <p>Understand, DOK 2: How can I identify</p>	<p>By the end of quarter 3, students will be able to determine an author's point of view in non-fiction texts.</p> <p>By the end of quarter 3, students will be able to identify an author's</p>	<p>Determine, author, point of view (non-fiction), purpose, analyze, distinguishes, position</p>

<p>internet resources</p>		<p>the author’s purpose in writing a text?</p> <p>Apply, DOK 2: How can I use features of the text to identify the distinctions an author makes from other authors of similar topics?</p> <p>Analyze, DOK 2: How can I distinguish between texts and identifies differences between the purposes and points of views of various authors?</p> <p>Evaluate, DOK 3: How can I evaluate the validity of various author’s points of view?</p> <p>Create, DOK 4: How can I synthesize the</p>	<p>purpose in writing non-fictional texts.</p> <p>By the end of quarter 3, students will be able to analyze how authors differentiate themselves and their positions from the ideas and positions of other authors in the same field.</p>	
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		information from various texts to show the differences among authors?		
<p>Quarter 3</p> <p>Resources: Study Sync, various short information texts, internet resources</p>	<p>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). (7.RI.7)</p>	<p>Remember, DOK 1: How can I recall the ways a speech can be different based on the medium on which it’s delivered?</p> <p>Understand, DOK 2: How can I show the relationships between an audio/video version of a speech and the text version?</p> <p>Apply, DOK 2: How can I interpret information using features of a video or audio version of a speech that were not in a text version?</p>	<p>By the end of quarter 3, students will be able to listen to a speech and read a speech; compare and contrast the two; and analyze how a speaker’s tone or delivery method affects the impact or meaning of the words.</p>	<p>Compare, contrast, audio, video, multimedia, version, analyze, medium, portrayal, subject, delivery, affect, impact</p>

		<p>Analyze, DOK 2: How can I compare and contrast the text version against the audio or video version, emphasizing differences in inflection and meaning of sentences based on the sound of voice or the person's body language?</p> <p>Evaluate, DOK 3: How can I ensure that my evidence for a comparison of two media of the same speech is accurate?</p> <p>Create, DOK 2: How can I generate a hypothesis for why there are differences between a video or audio version of a speech and a text</p>		
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		version, while not considering the obvious (text and audio)?		
<p>Quarter 3</p> <p>Resources: Study Sync, various short information texts, internet resources</p>	<p>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. (7.RI.8)</p>	<p>Remember, DOK 1: How can I recall what evidence is sound and what makes an argument?</p> <p>Understand, DOK 2: How can I give an example of an argument and an example of sufficient evidence?</p> <p>Apply, DOK 2: How can I obtain and interpret information from the text to evaluate the argument?</p> <p>Analyze, DOK 2: How can I distinguish between relevant and irrelevant</p>	<p>By the end of quarter 3, students will be able to identify a specific argument and follow it through an entire text.</p> <p>By the end of quarter 3, students will be able to evaluate the validity of an author's argument.</p> <p>By the end of quarter 3, students will be able to assess the soundness of an author's reasoning.</p> <p>By the end of quarter 3, students will be able to assess whether the evidence is relevant to and supports the claims in the argument.</p>	<p>Trace, evaluate, argument, specific, claims, assessing, reasoning, sound, evidence, relevant, sufficient, support</p>

		<p>evidence in an argument?</p> <p>Evaluate, DOK 3: How can I evaluate the validity of an argument throughout the text making that argument?</p> <p>Create, DOK 3: How can I synthesize the information within one source to trace the argument from beginning to end?</p>		
<p>Quarter 3</p> <p>PEG Writing, Language book, practice worksheets (www.readwritethink.org), other internet</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>(7.W.1)</p>	<p>Remember, DOK 1: How can I recall the purpose for a concluding statement in a text?</p> <p>Understand, DOK 3: How can I use a concluding statement to</p>	<p>By the end of quarter 3, students will be able to write a conclusion that supports and ties together an argument they are presenting.</p>	<p>Arguments, support, claims, clear reasons, relevant evidence, provide, concluding, statement, section, follow from, support, argument, present</p>

<p>based resources</p>		<p>connect ideas in my argument?</p> <p>Apply, DOK 3: How can I use a concluding statement to ensure that my argument progresses to a satisfying end?</p> <p>Analyze, DOK 3: How can I ensure that my concluding statement supports the implications I made at an earlier point?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of my conclusion?</p> <p>Create, DOK 3: How can I write a conclusion appropriate to a</p>		
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		current argument and apply the techniques of writing conclusions to all arguments written?		
<p>Quarter 3</p> <p>Resources: PEG Writing, internet based resources, Language Book</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>(7.W.2)</p>	<p>Remember, DOK 1: How can I recall the purpose for a concluding statement in a text?</p> <p>Understand, DOK 3: How can I use a concluding statement to connect ideas in my explanation?</p> <p>Apply, DOK 3: How can I use a concluding statement to ensure that my explanation progresses to a satisfying end?</p> <p>Analyze, DOK 3: How can I ensure that my</p>	<p>By the end of quarter 3, students will be able to write a conclusion that supports information that was presented throughout the text.</p>	<p>Informative, explanatory, examine, convey, concept, information, selection, organization, analysis, relevant content, provide, concluding statement, follow from, support, information, explanation, present</p>

		<p>concluding statement supports the implications I made at an earlier point?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of my conclusion?</p> <p>Create, DOK 3: How can I write a conclusion appropriate to a current explanation and apply the techniques of writing conclusions to all explanations written?</p>		
<p>Quarter 3</p> <p>Resources: PEG Writing, internet based</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from and reflects</p>	<p>Remember, DOK 1: How can I recall the purpose for a conclusion to a narrative?</p>	<p>By the end of quarter 3, students will be able to write an ending to a narrative that follows from the story presented and reflects the tone of</p>	<p>Narrative, develop, real, imagine, experiences, events, effective, technique, relevant, descriptive, detail, well-structured,</p>

<p>graphic organizers</p>	<p>on the narrated experiences or events. (7.W.3)</p>	<p>Understand, DOK 2: How can I support the main idea of my story using the conclusion?</p> <p>Apply, DOK 3: How can I make sure that my conclusion to my narrative supports the consistency of the story—that the story sounds the same and follows the same characters from beginning to end?</p> <p>Analyze, DOK2: How can I be sure that my transitions support the overall text of the story?</p> <p>Evaluate, DOK 3: How can I evaluate the conclusion to my</p>	<p>the narrated experiences or events.</p>	<p>event, sequences, provide, conclusion, follows from, reflects on, narrated experiences, event</p>
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		<p>narrative, to ensure that it's right?</p> <p>Create, DOK 4: How can I create a conclusion that leaves the reader with something to think about?</p>		
<p>Quarter 3</p> <p>Resources: internet based resources</p>	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (7.SL.5)</p>	<p>Remember, DOK 1: How can I recall the characteristics of well-made multimedia and visual presentations?</p> <p>Understand, DOK 2: How can I organize data, information, and notes so that the order makes sense for a visual or multimedia presentation?</p> <p>Apply, DOK 3: How can I ensure that my methods of</p>	<p>By the end of quarter 3, students will be able to use technology and other media to clarify and emphasize the importance findings and points in their presentations.</p>	<p>Include, multimedia, components, visual, display, present, clarify, claim, finding, emphasize, salient, point</p>

		<p>arranging a multimedia or visual presentation organize the points to further clarification and emphasize salient points?</p> <p>Analyze, DOK How can I ensure that my transitions, signal words and cues add to my presentation, clarifying points and emphasizing ideas?</p> <p>Evaluate, DOK 4: How can I justify the conclusions I've drawn in my presentations?</p> <p>Create, DOK 4: How can I use my presentations to articulate new</p>		
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		voices, knowledge, or perspectives?		
<p>Quarter 3</p> <p>Resources: Language books, internet based worksheets, SMART board lessons</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Explain the function of phrases and clauses in general and their function in specific sentences.</p>	<p>Remember, DOK 1: How can I recall the definition of subordinate clauses, relative pronouns, adjectives, adverbs?</p> <p>Understand, DOK 2: How can I connect phrases and clauses to identify how ideas are connected?</p> <p>Apply, DOK 1: How can I apply the rules of clause and phrase usage?</p> <p>Analyze, DOK 2: How can I analyze the way phrases and clauses contribute to transitions, signal words and other features of texts?</p>	<p>By the end of quarter 3, students will be able to identify and use subordinate clauses beginning with relative pronouns as adjectives.</p> <p>By the end of quarter 3, students will be able to identify and use subordinate clauses beginning with subordinating conjunctions as adverbs.</p>	<p>Demonstrate, command conventions, Standard English, grammar, usage, explain, function, phrase, clause, general, specific, subordinate clauses, relative pronouns, subordinating conjunctions, adjective, adverb</p>

		<p>Evaluate, DOK 3: How can I evaluate good usage of phrases and clauses in sentences?</p> <p>Create, DOK 2: How can I hypothesize about possible uses for subordinate clauses?</p>		
<p>Quarter 3</p> <p>Resources: Language book, internet based worksheets</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>Standard classes will learn about complex sentences while Honors class will learn about compound-complex sentences</p>	<p>Remember, DOK 1: How can I recall the definition of complex sentences, as well as compound sentences, and simple sentences?</p> <p>Understand, DOK 1: How can I write complex sentences?</p> <p>Apply, DOK 2: How can I use complex sentences in my writing to show how ideas are connected?</p>	<p>By the end of quarter 3, students will be able to identify complex sentences.</p> <p>By the end of quarter 3, students will be able to differentiate between simple, compound, and complex sentences.</p> <p>By the end of quarter 3, students will be able to use relative pronouns and subordinating conjunctions to write complex sentences.</p>	<p>Demonstrate, command, conventions, Standard English, grammar, usage, complex sentences, signal, relationships</p>

		<p>Analyze, DOK 3: How can I analyze interrelationships among ideas using complex sentences?</p> <p>Analyze, DOK 2: How can I compare and contrast complex and compound sentences?</p> <p>Evaluate, DOK 3: How can I assess the effectiveness of complex sentences?</p> <p>Create, DOK 2: How can I generate conjectures about possible uses for complex sentences?</p>	<p>By the end of quarter 3, students will be able to use simple, compound and complex sentences to show how ideas are related in their writing.</p>	
<p>Quarter 3</p> <p>Resources: Language book,</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Place phrases and clauses</p>	<p>Remember, DOK 1: How can I recall the proper placement of modifiers and how to correct dangling</p>	<p>By the end of quarter 3, students will be able to place phrases and clauses in sentences.</p>	<p>Demonstrate command, conventions, Standard English, grammar, usage,</p>

<p>internet based resources, SMART lesson</p>	<p>within a sentence, recognizing and correcting misplaced and dangling modifiers. (7.L.1)</p>	<p>or misplaced modifiers?</p> <p>Understand, DOK 2: How can I use misplaced modifiers to show cause and effect in sentences?</p> <p>Apply, DOK 1: How can I apply rules and conventions for standard English in this case?</p> <p>Analyze, DOK 2: How can I analyze word structure to ensure that I mean what I said?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of the placement of my modifiers?</p>	<p>By the end of quarter 3, students will be able to recognize misplaced modifiers in sentences.</p> <p>By the end of quarter 3, students will be able to correct misplaced modifiers.</p> <p>By the end of quarter 3, students will be able to recognize dangling modifiers.</p> <p>By the end of quarter 3, students will be able to correct dangling modifiers.</p>	<p>phrases, clauses, misplaced modifier, dangling modifier</p>
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		Create, DOK 2: How can I hypothesize about possible new meanings of sentences with misplaced or dangling modifiers?		
<p>Quarter 3</p> <p>Resources: internet based resources, SMART lesson</p>	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie. He wore an old, green shirt</i>).</p>	<p>Remember DOK 1: How can I recall the correct way to use a comma in coordinate adjectives?</p> <p>Understand, DOK 2: How can I use a comma in coordinate adjectives to show relationships between adjectives and verbs?</p> <p>Apply, DOK 1: How can I apply the rules and conventions of standard use of English to this situation?</p>	<p>By the end of quarter 3, students will be able to identify coordinate adjectives.</p> <p>By the end of quarter 3, students will be able to use commas to separate coordinate adjectives.</p> <p>By the end of quarter 3, students will be able to place adjectives correctly in relation to nouns.</p>	<p>Capitalization, punctuation, spelling, comma, coordinate adjectives</p>

		<p>Analyze, DOK 3: How can I use commas in coordinate adjectives to analyze interrelationships among concepts?</p> <p>Evaluate, DOK 3: How can I evaluate the use of commas in coordinate adjectives to ensure that they are the best way to state something?</p> <p>Create, DOK 1: How can I brainstorm different coordinate adjectives for various nouns, and punctuate them correctly using commas?</p>		
<p>Quarter 3</p> <p>Resources: Internet</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Remember, DOK 1: How can I recall the definition of “allusion” and</p>	<p>By the end of quarter 3, students will be able to define allusion.</p>	<p>Demonstrate, understanding, figurative language, relationships,</p>

<p>based resources, SMART lessons</p>	<p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p>recognize what phrases are allusions?</p> <p>Understand, DOK 2: How can I give examples of allusions?</p> <p>Apply, DOK 2: How can I use context to identify the meaning of allusions?</p> <p>Analyze, DOK 2: How can I compare allusions against their source (an allusion to Daedalus comes from a Greek myth, eg)?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of an allusion?</p>	<p>By the end of quarter 3, students will be able to identify figures of speech in writing.</p> <p>By the end of quarter 3, students will be able to locate the origin of some figures of speech.</p> <p>By the end of quarter 3, students will be able to translate figures of speech into “plain English.”</p>	<p>nuances, meanings, interpret, figure of speech, literary, biblical, mythological, context</p>
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		Create, DOK 3: How can I use a myth to create an alternative allusion?		
Quarter 3 Resources: Internet based resources, thesauri, SMART lessons	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Remember, DOK 1: How can I recall the meanings of synonym, antonym and analogy? Understand, DOK 2: How can I give examples of synonym, antonym or analogy? Apply, DOK 2: How can I use context to identify the meanings of synonyms, antonyms, or analogies? Analyze, DOK 2: How can I distinguish between a word's	By the end of quarter 3, students will be able to define synonym, antonym and analogy. By the end of quarter 3, students will be able to use synonyms to understand the meanings of difficult words. By the end of quarter 3, students will be able to use antonyms to understand the meanings of difficult words. By the end of quarter 3, students will be able to use analogies to understand the	Demonstrate, understanding, figurative language, relationship, nuance, particular, synonym, antonym, analogy

		<p>synonyms and antonyms?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of an analogy in writing?</p> <p>Create, DOK 1: How can I brainstorm analogies to make sense of words?</p>	<p>meanings of difficult words.</p> <p>By the end of quarter 3, students will be able to define nuance and explain how nuance applies to language, especially synonyms and antonyms.</p>	
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Timeline & Resources	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<p>Quarter 4</p> <p>Resources: <i>A Wrinkle In Time</i>, various short stories, Study Sync</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RL.1)</p>	<p>Remember, DOK 1: How can I recall what cite, inference, and explicit mean and also recall when it is appropriate to cite something?</p> <p>Understand, DOK1: How can I select the appropriate placement for a citation, based on type (in text, footnote, works cited pate) and based on features (first letter, author’s name, etc)?</p> <p>Understand, DOK 3: How can I use what</p>	<p>By the end of quarter 4, students will be able to cite several pieces of evidence that support analyses of what texts say explicitly and inferentially.</p>	<p>Cite, textual evidence, support analysis, explicit, inference, draw from,</p>

		<p>the text says explicitly to generalize about the ideas in the text?</p> <p>Apply, DOK 3: How can I ensure that I am using citations appropriately, given a new type of text?</p> <p>Apply, DOK 2: How can I draw inferences from the text to interpret information from the text?</p> <p>Analyze, DOK 4: How can I ensure that multiple sources and texts are all appropriately cited when using several to write a work of information, explanation or persuasion?</p>		
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		<p>Analyze, DOK 3: How can I analyze literary devices by drawing inferences from the text?</p> <p>Evaluation, DOK 3: How can I ensure that I am creating a logical argument, using appropriate citations?</p> <p>Evaluation, DOK 4: How can I ensure that an inference is relevant for an argument or explanation?</p> <p>Create, DOK 3: How can I create a model for new citations that includes all the necessary parts of a citation?</p>		
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		<p>Create, DOK 4: How can I use what the author said explicitly, as well as inferences drawn from the text, to create a new voice for the text?</p>		
<p>Quarter 4</p> <p>Resources: <i>A Wrinkle In Time</i>, various short stories, Study Sync</p>	<p>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. (7.RL.2)</p>	<p>Remember, DOK 1: How can I recall what theme and central idea mean in the context of a work of fiction?</p> <p>Understand, DOK 2: How can I identify central ideas and summarize a story?</p> <p>Understand, DOK 3: How can I explain the central idea using supporting evidence?</p> <p>Apply, DOK 2: How can I use text features to obtain</p>	<p>By the end of quarter 4, students will be able to determine the theme of any fictional text.</p> <p>By the end of quarter 4, students will be able to show how authors develop a theme over the course of a whole work of fiction.</p> <p>By the end of quarter 4, students will be able to summarize a text objectively.</p> <p>By the end of quarter 4, students will be able to apply their skills in searching for a theme to</p>	<p>Determine, theme, central idea, analyze, development, course, objective summary</p>

		<p>the central idea/theme?</p> <p>Analyze, DOK 2: How can I analyze how literary elements contribute to the theme?</p> <p>Evaluation, DOK 3: How can I evaluate different possible themes based on evidence from the story?</p> <p>Create, DOK 2: How can I generate conjectures about possible themes using evidence?</p>	<p>their own lives, examining how the lesson a story teaches may be used by others.</p>	
<p>Quarter 4</p> <p>Resources: <i>A Wrinkle In Time</i>, various short stories, Study Sync</p>	<p>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (7.RL.6)</p>	<p>Remember, DOK 1: How can I recall what the possible points of view are for fiction?</p>	<p>By the end of quarter 4, students will be able to analyze how authors contrast multiple narrators.</p>	<p>Analyze, author, develop, contrast, point of view, character, narrator</p>

		<p>Understand, DOK 1: How can I select the correct point of view, given a set of criteria?</p> <p>Apply, DOK 2: How can I use text features to obtain information about the point of view?</p> <p>Analyze, DOK 3: How can I use the point of view of the characters to critique a text?</p> <p>Evaluate, DOK 3: How can I decide whether the point of view used was the best one?</p> <p>Create, DOK 3: How can I create an organizer/flow chart to determine what</p>	<p>By the end of quarter 4, students will be able to analyze how authors differentiate between differing points of view among books.</p> <p>By the end of quarter 4, students will be able to compare and contrast the different points of view authors can use.</p>	
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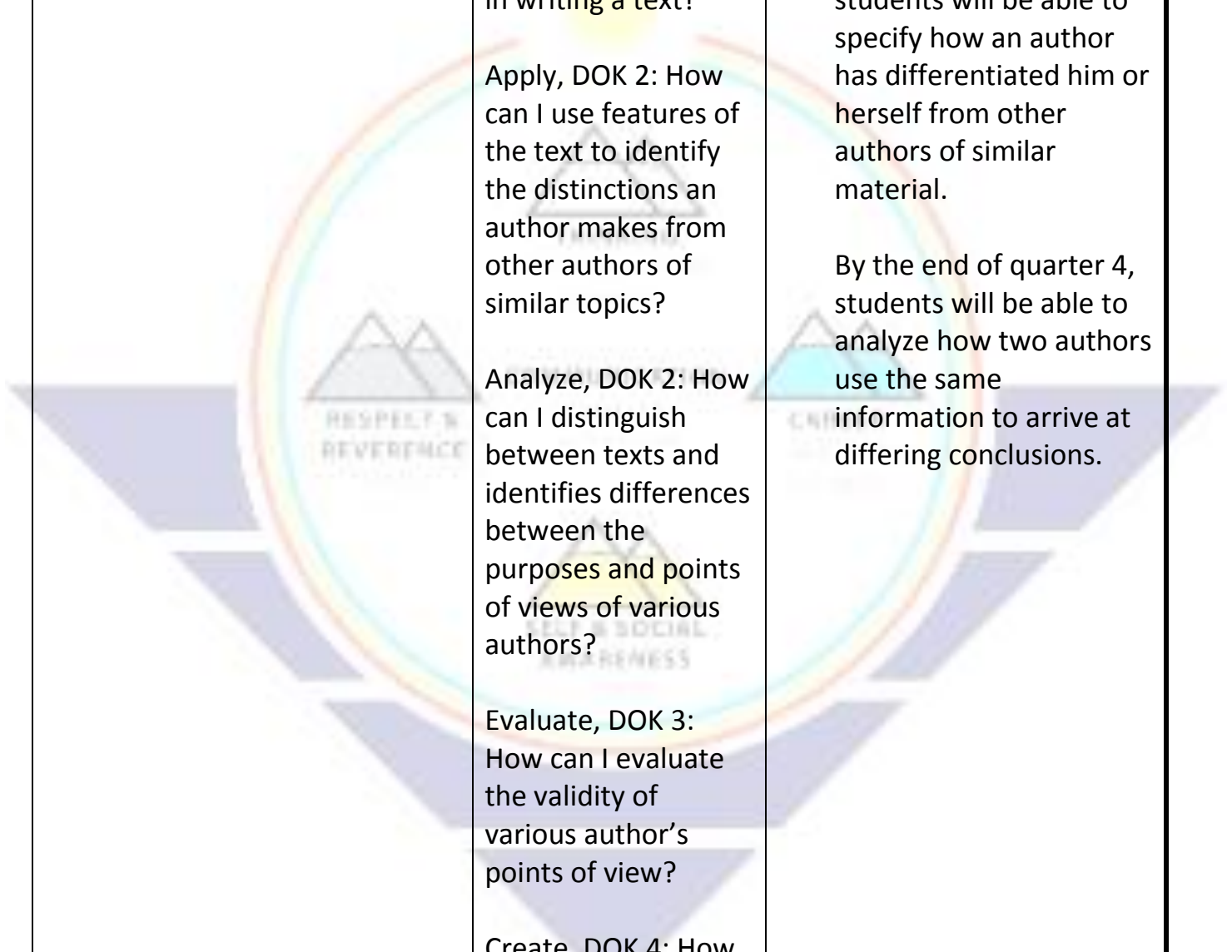
		kind of point of view a story is using?		
<p>Quarter 4</p> <p>Resources: Internet based resources, various short information texts, Study Sync</p>	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7.RI.1)</p>	<p>Remember, DOK 1: How can I recall the difference between explicit and inferential?</p> <p>Understand, DOK 2: How can I draw inferences from the book to support an identification of the main idea?</p> <p>Apply, DOK 2: How can I use text structures to draw inferences from a text?</p> <p>Analyze, DOK 1: How can I identify what an author is saying explicitly in a visual or graphic aide?</p>	<p>By the end of quarter 4, students will be able to cite a variety of evidence to support an analysis of an idea, including utilizing explicit references as well as inferential references.</p>	<p>Cite, several, textual evidence, support analysis, explicit, inference, draw from</p>

		<p>Analyze, DOK 3: How can I interpret an author's biases to support an analysis of the author's explicit and implied ideas?</p> <p>Evaluate, DOK 3: How can I develop a logical argument about the validity of an author's view point by citing what the author says explicitly and drawing inferences from that about the author's ideas?</p> <p>Create, DOK 4: How can I synthesize information from multiple sources and show how all of the authors imply different things using</p>		
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		the same explicit information?		
<p>Quarter 4</p> <p>Resources: Internet based resources, various short information texts, Study Sync</p>	<p>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. (7.RI.2)</p>	<p>Remember, DOK 1: How can I recall the definition of a central idea in a non-fiction text?</p> <p>Understand, DOK 2: How can I identify a central idea and summarize the text?</p> <p>Apply, DOK 2: How can I use text features to identify main ideas?</p> <p>Analyze, DOK 3: How can I analyze how multiple central ideas develop over the course of a text, proving that those are valid main ideas?</p> <p>Evaluate, DOK 3: How can I evaluate</p>	<p>By the end of quarter 4, students will be able to determine multiple central ideas and analyze how authors develop those ideas over the course of a text.</p> <p>By the end of quarter 4, students will be able to summarize a text objectively, avoiding taking sides in any issue.</p>	<p>Determine, central ideas, analyze, develop, course, provide, objective summary</p>

		<p>my summary to ensure that it is accurate and objective?</p> <p>Create, DOK 2: How can I create a conjecture about possible central ideas in non-fiction texts?</p>		
<p>Quarter 4</p> <p>Resources: Internet based resources, various short information texts, Study Sync</p>	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7.RI.5)</p>	<p>Remember, DOK 1: How can I recall the possible methods for an author to organize a text?</p> <p>Understand, DOK 2: How can I explain relationships using the author’s method of organizing a text?</p> <p>Apply, DOK 2: How can I use text features to determine how the</p>	<p>By the end of quarter 4, students will be able to analyze authors’ use of varied organization schemes.</p> <p>By the end of quarter 4, students will be able to analyze how specific organizational structures such as headings contribute to the development of ideas.</p>	<p>Analyze, structure, author, organize, include, major, section, contribute, whole, development</p>

		<p>author developed ideas?</p> <p>Analyze, DOK 2: How can I analyze formatting in a text?</p> <p>Evaluation, DOK 3: How can I determine whether the ideas have been adequately developed?</p> <p>Create, DOK 1: How can I brainstorm further ideas to consider based on the ideas in the text?</p>		
<p>Quarter 4</p> <p>Resources: Internet based resources, various short information</p>	<p>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. (7.RI.6)</p>	<p>Remember, DOK 1: How can I recall what authors’ points of view are in non-fiction?</p> <p>Understand, DOK 2: How can I identify</p>	<p>By the end of quarter 4, students will be able to determine an author’s purpose for writing a text, and understand that point of view and purpose may be the same thing.</p>	<p>Determine, author, point of view, analyze, distinguish, position</p>

<p>texts, Study Sync</p>		<p>the author's purpose in writing a text?</p> <p>Apply, DOK 2: How can I use features of the text to identify the distinctions an author makes from other authors of similar topics?</p> <p>Analyze, DOK 2: How can I distinguish between texts and identifies differences between the purposes and points of views of various authors?</p> <p>Evaluate, DOK 3: How can I evaluate the validity of various author's points of view?</p> <p>Create, DOK 4: How can I synthesize the</p>	<p>By the end of quarter 4, students will be able to specify how an author has differentiated him or herself from other authors of similar material.</p> <p>By the end of quarter 4, students will be able to analyze how two authors use the same information to arrive at differing conclusions.</p>	
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		information from various texts to show the differences among authors?		
<p>Quarter 4</p> <p>Resources: Internet based resources, various short information texts, Study Sync</p>	<p>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. (7.RI.8)</p>	<p>Remember, DOK 1: How can I recall what evidence is sound and what makes an argument?</p> <p>Understand, DOK 2: How can I give an example of an argument and an example of sufficient evidence?</p> <p>Apply, DOK 2: How can I obtain and interpret information from the text to evaluate the argument?</p> <p>Analyze, DOK 2: How can I distinguish between relevant and irrelevant</p>	<p>By the end of quarter 4, students will be able to trace a claim from the beginning, through the evidence, to the conclusion of an argument.</p> <p>By the end of quarter 4, students will be able to evaluate whether an author's use of specific evidence supports the ideas in the text.</p> <p>By the end of quarter 4, students will be able to assess whether the author's reasoning is sound, avoiding making their case based on their opinions (i.e. not stating that an author's evidence is unsound</p>	

		<p>evidence in an argument?</p> <p>Evaluate, DOK 3: How can I evaluate the validity of an argument throughout the text making that argument?</p> <p>Create, DOK 3: How can I synthesize the information within one source to trace the argument from beginning to end?</p>	<p>because they disagree with the conclusions the author draws).</p>	
<p>Quarter 4</p> <p>Resources: PEG Writing, internet based dictionaries, thesauri and special references</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>Remember, DOK 1: How can I recall what good transitions look like?</p> <p>Understand, DOK 3: How can I ensure that my transitions create appropriate cohesion?</p>	<p>By the end of quarter 4, students will be able to identify the best transitions to create cohesion without creating a formulaic work of writing.</p> <p>By the end of quarter 4, students will be able to use transitions that</p>	<p>Argument, support claims, clear reasons, relevant evidence, word, phrase, clause, cohesion, clarify</p>

		<p>Apply, DOK 3: How can I use transitions to create consistency in my text?</p> <p>Analyze, DOK 2: How can I analyze the transitions in my own writing?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of transitions in my writing?</p> <p>Create, DOK 4: How can I use transitions to synthesize information?</p>	<p>clarify the relationships among all of the parts of evidence.</p> <p>By the end of quarter 4, students will be able to write in such a way that their writing flows without interruption.</p>	
<p>Quarter 4</p> <p>Resources: PEG Writing, internet based dictionaries, thesauri and</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>Use appropriate transitions to create cohesion and clarify</p>	<p>Remember, DOK 1: How can I recall what good transitions look like?</p> <p>Understand, DOK 3: How can I ensure that my transitions</p>	<p>By the end of quarter 4, students will be able to write transitions that add to the overall essay and help the essay to flow, without being choppy or changing abruptly.</p>	<p>Informative, explanatory, examine, topic, text, convey, concepts, information, selection, organization,</p>

<p>special references, SMART lesson about transitions</p>	<p>the relationships among ideas and concepts.</p>	<p>create appropriate cohesion?</p> <p>Apply, DOK 3: How can I use transitions to create consistency in my text?</p> <p>Analyze, DOK 2: How can I analyze the transitions in my own writing?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of transitions in my writing?</p> <p>Create. DOK 4: How can I use transitions to synthesize information?</p>	<p>By the end of quarter 4, students will be able to clarify relationships between ideas, concepts and the information that supports them.</p>	<p>analysis, relevant, appropriate, transition, cohesion, clarify</p>
<p>Quarter 4 Resources: PEG Writing, internet</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive</p>	<p>Remember, DOK 1: How can I recall what good transitions look like?</p>	<p>By the end of quarter 4, students will be able to use transitions to help their narratives to flow like stories.</p>	<p>Narrative, develop, real, imagine, experience, event, effective, technique, relevant,</p>

<p>based dictionaries, thesauri and special references, SMART lesson about transitions</p>	<p>details, and well-structured event sequences.</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p>	<p>Understand, DOK 3: How can I ensure that my transitions create appropriate cohesion?</p> <p>Apply, DOK 3: How can I use transitions to create consistency in my text?</p> <p>Analyze, DOK 2: How can I analyze the transitions in my own writing?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of transitions in my writing?</p> <p>Create. DOK 4: How can I use transitions to synthesize information?</p>	<p>By the end of quarter 4, students will be able to shift narratives from different settings, time frames and characters without interrupting sequence or the flow of the story.</p>	<p>descriptive, detail, well-structured, event, sequence, variety, transition, convey, sequence, signal, shift, time frame, setting</p>
<p>Quarter 4</p>	<p>Gather relevant information from multiple print and digital</p>	<p>Remember, DOK 1: How can I recall</p>	<p>By the end of quarter 4, students will be able to</p>	<p>Gather, relevant, information,</p>

<p>Resources: Internet resources, MLA citation machine, SMART lesson about plagiarism</p>	<p>sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7.W.8)</p>	<p>good places to gather information (Google, etc.) and how to ensure that my search terms are effective?</p> <p>Understand, DOK 3: How can I connect ideas through quoting and paraphrasing evidence?</p> <p>Apply, DOK 3: How can I ensure that I avoid plagiarism in all of my writing?</p> <p>Analyze, DOK 4: How can I use effective search terms to gather multiple sources to analyze?</p> <p>Evaluation, DOK 4: How can I assess the credibility and</p>	<p>use effective search terms to research multiple topics.</p> <p>By the end of quarter 4, students will be able to assess the credibility of any resource, to avoid biased information.</p> <p>By the end of quarter 4, students will be able to use quotations and paraphrases to effectively synthesize information.</p> <p>By the end of quarter 4, students will be able to cite sources using a standard format to avoid plagiarism.</p>	<p>multiple, print, digital, search terms, effective, assess, credibility, accuracy, quote, paraphrase, data, conclusions, avoid, plagiarism, standard format, citation</p>
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		<p>accuracy of a variety of sources while avoiding plagiarism?</p> <p>Create, DOK 4: How can I synthesize information by paraphrasing, quoting, assessing accuracy and avoiding plagiarism in my writings?</p>		
<p>Quarter 4</p> <p>Resources: various speeches, written and audible, various media for poetry, etc.</p>	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study. (7.SL.2)</p>	<p>Remember, DOK 1: How can I recall how to support main ideas with details in speaking?</p> <p>Understand, DOK 3: How can I use supporting evidence to connect ideas in a speech?</p> <p>Apply, DOK 3: How can I use word choice in details to</p>	<p>By the end of quarter 4, students will be able to analyze how speakers format their speeches to support their main ideas with relevant details.</p> <p>By the end of quarter 4, students will be able to analyze how a video of an event changes the acceptance or meaning of the speech.</p> <p>By the end of quarter 4, students will be able to</p>	<p>Analyze, main idea, supporting details, diverse, media, format, visual, quantitatively, orally, explain, clarify, topic, text, issue, study</p>

		<p>impact a listener's interpretation?</p> <p>Analyze, DOK 3: How can I use reasoning, planning and evidence to support the implications I made in my speech?</p> <p>Evaluate, DOK 4: How can I evaluate the relevancy of my evidence and details?</p> <p>Create, DOK 2: How can I generate conjectures and then support those conjectures?</p>	<p>analyze how visual data changes the ability of a speaker's main idea to be accepted versus simply speaking the idea and how speakers can use visual aides to clarify their ideas.</p>	
<p>Quarter 4</p> <p>Resources: Language book, internet</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Explain the function of phrases and clauses in</p>	<p>Remember, DOK 1: How can I recall what the various kinds of phrases and clauses are, as well as the difference</p>	<p>By the end of quarter 4, students will be able to consistently differentiate between all types of phrases and clauses and use them in their own writing.</p>	<p>Demonstrate, command, conventions, Standard English, grammar, usage, explain, function, writing.</p>

<p>based resources</p>	<p>general and their function in specific sentences.</p>	<p>between phrases and clauses?</p> <p>Understand, DOK 2: How can I use phrases and clauses to specify relationships?</p> <p>Apply, DOK 3: How can I use prior knowledge to solve problems of placing phrases and clauses in sentences?</p> <p>Analyze, DOK 2: How can I use phrases and clauses in my analysis of format?</p> <p>Evaluation, DOK 3: How can I assess my use of phrases and clauses in sentences?</p>	<p>phrases, clauses, general, specific</p>
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		Create, DOK 2: How can I generate conjectures about the placement of phrases and clauses in sentences?		
<p>Quarter 4</p> <p>Resources: Language Book, internet based resources</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>FOCUS ON COMPOUND-COMPLEX</p> <p>Standard classes will learn about compound-complex sentences, as well as how to use each sentence to signal relationships. Honors class will learn how to signal relationships clearly and using the correct conjunction each time</p>	<p>Remember, DOK 1: How can I recall what a compound-complex sentence is?</p> <p>Understand, DOK 1: How can I apply the rules of phrases and clauses to compound-complex sentences?</p> <p>Apply, DOK 2: How can I apply the structures of all four kinds of sentences to my writing?</p> <p>Analyze, DOK 2: How can I distinguish</p>	<p>By the end of quarter 4, students will be able to use compound-complex sentences in their writing.</p> <p>By the end of quarter 4, students will be able to write using all of the sentences to show the different relationships between ideas, and to show which are closely related and which are not.</p>	<p>Demonstrate, command, conventions, Standard English, compound-complex sentences, signal</p>

		<p>among the four types of sentences?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of the way ideas come together using compound-complex sentences?</p> <p>Create, DOK 4: How can I use compound-complex sentences to create new combinations of ideas?</p>		
<p>Quarter 4</p> <p>Resources: Language Book, internet based resources</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (7.L.1)</p>	<p>Remember, DOK 1: How can I recall the proper placement of modifiers and how to correct dangling or misplaced modifiers?</p> <p>Understand, DOK 2: How can I use misplaced modifiers</p>	<p>By the end of quarter 4, students will be able to recognize misplaced modifiers in their writing and the writing of others.</p> <p>By the end of quarter 4, students will be able to recognize dangling modifiers in their writing</p>	<p>Demonstrate, command, conventions, Standard English, grammar, usage, phrases, clauses, recognize, correct, misplaced modifiers, dangling modifiers</p>

		<p>to show cause and effect in sentences?</p> <p>Apply, DOK 1: How can I apply rules and conventions for standard English in this case?</p> <p>Analyze, DOK 2: How can I analyze word structure to ensure that I mean what I said?</p> <p>Evaluate, DOK 3: How can I evaluate the effectiveness of the placement of my modifiers?</p> <p>Create, DOK 2: How can I hypothesize about possible new meanings of sentences with misplaced or dangling modifiers?</p>	<p>and in the writing of others.</p> <p>By the end of quarter 4, students will be able to correct misplaced modifiers in their writing and in the writing of others.</p> <p>By the end of quarter 4, students will be able to correct dangling modifiers in their writing and in the writing of others.</p>	
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<p>Quarter 4</p> <p>Resources: Language Book, internet based resources</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.* (7.L.3)</p>	<p>Remember, DOK 1: How can I recall what wordiness and redundancy are?</p> <p>Understand, DOK 1: How can I ensure that the sentences I'm writing are as simple as possible, so as to eliminate wordiness and redundancy?</p> <p>Apply, DOK 1: How can I apply the rules of Standard English to eliminating wordiness and redundancy?</p> <p>Analyze, DOK 2: How can I analyze format and structures to assess and eliminate wordiness and redundancy?</p>	<p>By the end of quarter 4, students will be able to choose language that expresses ideas precisely.</p> <p>By the end of quarter 4, students will be able to choose language that expresses ideas concisely.</p> <p>By the end of quarter 4, students will be able to recognize wordiness.</p> <p>By the end of quarter 4, students will be able to recognize redundancy.</p> <p>By the end of quarter 4, students will be able to eliminate wordiness.</p> <p>By the end of quarter 4, students will be able to eliminate redundancy.</p>	<p>Knowledge, language, conventions, express, precise, concise, recognize, eliminate, wordiness, redundancy</p>
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		<p>Evaluate, DOK 3: How can I evaluate my sentences to eliminate wordiness and redundancy?</p> <p>Create, DOK 3: How can I develop an alternative solution for eliminating wordiness and redundancy in my writing?</p>	<p>By the end of quarter 4, students will be able to meet a minimum word count by adding appropriate new details, without redundancy or wordiness.</p>	
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