

Unit 1- The Choices We Make

7th Grade- Unit 1 Activity 1.1- Previewing the Unit

Unit 1 <i>The Choices We Make</i>	Embedded Assessment #1: Revising a Personal Narrative About Choice Your assignment is to revise the personal narrative with reflection that you drafted earlier in the unit. Use the revision techniques you have learned in this unit to improve the beginning, middle, and end of your narrative. You will also write a text explaining the revisions you made to improve your first draft and the effect of the changes on the final piece.			
	Spring Board Sample Proficient Exemplar FUSD Unit 1: EA 1 Exemplars Scoring Guide			
Activity 1.1 <i>Suggested Activity Time:</i> 1-50 minute period	Learning Targets		Focus Standard/s	
	<ul style="list-style-type: none"> Preview the big ideas and vocabulary for the unit. Identify and summarize the knowledge and skills necessary to complete Embedded Assessment 1 successfully. 		L.7.6: 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.	
			Related Standards	
Text	Language Links	Bell Ringer	CFU Options	
		Preview: Visual Prompt View the picture on page 1. What story does this picture tell? What makes you say this? What do you predict you will learn in this unit?	Review/Closure: Paraphrase the assignment for EA1.	

7th Grade- Unit 1 Activity 1.2- Exploring the Concept of Choice

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Activity 1.2 <i>Suggested Activity Time:</i> 1-50 minute period	Learning Targets		Focus Standard/s
	<ul style="list-style-type: none"> Paraphrase and analyze quotes related to choices. Consider the choices you make as a reader and writer. 		RI.7.6: 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. W.7.10: 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.
			Related Standards: L.7.6
Text	Language Links	Bell Ringer	CFU Options
		Preview: Brainstorm and list synonyms for the word <i>choice</i> . Review/Closure: What skills do you want to develop as a reader and writer?	Exploring Your Choices In your Reader/Writer Notebook, create a web titled “My Choices” to brainstorm the choices you have faced and decisions you have made in your life. Think about large and small choices from the past and in the present. You will return to this web throughout the unit. Add these ideas to the second section of your portfolio cover. Use words, phrases, or pictures, and then label this section “personal choices.”

7th Grade- Unit 1 Activity 1.3~ Choices and Consequences: Paired Poetry

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<p>Activity 1.3 <i>Suggested Activity Time: 1-50 minute period</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Analyze choices and consequences presented in a text. Compare and contrast the effect of language and diction in two poems. 		<p>Focus Standard/s</p> <p>RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. RL.7.4: 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.</p> <p>Related Standards: RL.7.5; RL.7.10; W.7.2a; W.7.9a; L.7.1a; L.7.4c; L.7.5a; L.7.5c; L.7.6</p>	
	<p>Text</p> <p>Poetry: “The Road Not Taken,” by Robert Frost Poetry: “Choices,” by Nikki Giovanni</p>	<p>Language Links</p>	<p>Bell Ringer</p> <p>Preview: Before Reading In the poem you will be reading, the narrator comes to a “fork in the road.” In the poem, “fork” does not refer to an eating utensil. How would you describe a “fork in the road”? Review/Closure: Choose two words from the poem “The Road Not Taken” and explain their connotation.</p>	<p>CFU Options</p> <p>Expository Writing Prompt: Think about the poems and/your analysis of their speakers, word choices, and themes. Then write a paragraph in which you explain the two narrators’ reflections about choices. Be sure to:</p> <ul style="list-style-type: none"> Start your paragraph with a topic sentence. Include quotations of words and lines from the poems that support your ideas about choices. <p>Short Cycle Assessment- 1.3</p> <p>ANSWER KEY: Short Cycle Assessment 1.3</p>

7th Grade- Unit 1 Activity 1.4~ Exploring the Personal Narrative

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<p>Activity 1.4</p> <p><i>Suggested Activity Time: 2-50 minute periods</i></p>	<p>Learning Targets</p>		<p>Focus Standard/s</p>	
	<ul style="list-style-type: none"> Analyze the structural components of a personal narrative. Write a summary examining the central incident, response, and reflection in a personal narrative. 		<p>W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W.7.3a: 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>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	
	<p>Related Standards</p>			
	<p>RL.7.1; RL.7.3, RL.7.4, RL.7.6; W.7.4; L.7.4b</p>			
<p>Text</p>	<p>Language Links</p>	<p>Bell Ringer</p>	<p>CFU Options</p>	
<p>Personal Narrative: “The Scholarship Jacket,” by Marta Salinas</p>		<p>Preview: Day 1- Before Reading Preview the following two words: <i>personal narrative</i>. How would you describe a <i>personal narrative</i> in your own words?</p> <p>Review/Closure: Briefly summarize the novel excerpt. Does this excerpt fit your initial description of a <i>personal narrative</i>? Explain.</p> <p>Day 2: Preview: How would you describe the <i>structure</i> of a <i>personal narrative</i>?</p> <p>Review/Closure: Which part of the <i>structure</i> of a <i>personal narrative</i> is the most important? Explain.</p>	<p>Expository Writing Prompt: Using the information from your class discussion and the graphic organizer, write a short summary analyzing what the narrator learns from the incident in the story. Be sure to:</p> <ul style="list-style-type: none"> *Describe what happens, how the narrator responds, and what she learns from the events in the story. *Cite specific details from the story. 	

7th Grade- Unit 1 Activity 1.5~ Analyzing Language

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<p>Activity 1.5 <i>Suggested Activity Time: 2 -50 minute periods</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Analyze a personal narrative for multiple incidents and responses. Analyze how the language of a personal narrative shapes the development of characters and events. Write a personal narrative that includes an incident, response, and reflection. 	<p>Focus Standard/s</p> <p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.7.3: 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). W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.3a: 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>Related Standards</p> <p>RI.7.2; RI.7.4; RI.7.6; RI.7.10; W.7.3b; W.7.3c; W.7.4; W.7.10; L.7.1a; L.7.4a; L.7.4b; L.7.4c; L.7.6</p>	
<p>Text</p> <p>Memoir: from <i>Bad Boy</i>, by Walter Dean Myers</p>	<p>Language Links</p> <p>Language and Writer’s Craft: Sentence Variety One way to vary sentence types is to add transitions. In narrating a story, the transitions usually help the reader understand a change in time or place.</p>	<p>Bell Ringer</p> <p>Preview: Before Reading 1. Quick-write: Recall an incident from childhood that stands out to you. Write freely, as you recall details from memory. Review/Closure: Return to your Quick-write. Check your verb tenses and be sure you used the correct tenses to indicate the timing of the events.</p>	<p>CFU Options</p> <p>Narrative Writing Prompt: Think about all of the choices you can make in a school day. Brainstorm some of the choices you make at school and the consequences you face as a result. Using your brainstorm, think of a specific time you had to make a choice at school. Write a short personal narrative with an incident, response, and reflection. Be sure to:</p> <ul style="list-style-type: none"> Use transitions to organize the incident, response, and reflection. Use sensory details and/or figurative language. Incorporate parallel sentence structure.

7th Grade- Unit 1 Activity 1.6~ Timed Writing: Choosing a Topic and Drafting a Personal Narrative

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<p>Activity 1. <i>Suggested Activity Time:</i> <i>1-50 minute period</i></p>	<p>Learning Targets</p>		<p>Focus Standard/s</p>
	<ul style="list-style-type: none"> Analyze the elements of, and respond to, a writing prompt. Identify and apply roles within a writing group while sharing and responding to draft texts. Use transitions to create internal and external coherence in a written text. 		<p>W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W.7.3a: 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. SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.7.1a: 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.</p>
			<p>Related Standards</p>
	<p>W.7.3c; W.7.4; W.7.5; SL.7.1b; SL.7.1c; L.7.6</p>		
<p>Text</p>	<p>Language Links</p>	<p>Bell Ringer</p> <p>Preview: Quick-write: Think about all of the choices students make in a school day. Brainstorm the types of choices students make at school, and the types of consequences they face as a result of those choices. Review/Closure: Using your Narrative Writing Prompt, underline your use of parallel structure and circle your use of figurative language.</p>	<p>CFU Options</p> <p>1.4-1.6 Short Cycle Assessment ANSWER KEY: 1.4-1.6 Short Cycle Assessment</p>

7th Grade- Unit 1 Activity 1.7~ Once Upon a Time: Revising the Beginning

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<p>Activity 1. <i>Suggested Activity Time: 1-50 minute period</i></p>	<p>Learning Targets</p>		<p>Focus Standard/s</p>	
	<ul style="list-style-type: none"> Examine the effectiveness of narrative openings. Revise opening paragraphs to enhance effectiveness. 		<p>RI.7.5: 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. W.7.5: 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.</p> <p>Related Standards</p> <p>RI.7.3; W.7.3a; W.7.10; L.7.6</p>	
	<p>Text</p>	<p>Language Links</p>	<p>Bell Ringer</p>	<p>CFU Options</p>
			<p>Preview: When writing, do you struggle with getting started? What makes getting started easy or difficult for you?</p> <p>Review/Closure: Review your unpacking of the prompt. Next, read over what you have written so far to be sure you are responding to the prompt.</p> <p>Preview: Writing and Revision Read this quotation about revision: “If a teacher told me to revise, I thought that meant my writing was a broken-down car that needed to go to the repair shop. I felt insulted. I didn’t realize the teacher was saying, “Make it shine. It’s worth it.” Now I see revision as a beautiful word of hope. It’s a new vision of something. It means you don’t have to be perfect the first time. What a relief!”—Naomi Shihab Nye</p> <p>What does this quote suggest about revision?</p>	<p>Review/Closure: What impact has revision had on your writing? Be specific.</p>

7th Grade- Unit 1 Activity 1.8~ Can You Sense It? Revising the Middle

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<p><i>Activity 1.</i> <i>Suggested Activity Time: 1-50 minute period</i></p>	<p>Learning Targets</p> <ul style="list-style-type: none"> Identify effective use of sensory and figurative language. Revise a narrative draft by adding descriptive language. 		<p>Focus Standard/s</p> <p>RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>Related Standards</p> <p>SL.7.2; L.7.2a; L.7.4a</p>	
	<p>Text</p> <p>Personal Narrative: “Why Couldn’t I Have Been Named Ashley?” by Imma Achilike</p>	<p>Language Links</p> <p>Introducing the Strategy: Looping Looping is a revision strategy in which you underline an important sentence and then add two sentences of additional elaboration. Use looping to add</p> <ol style="list-style-type: none"> additional information to images, using sensory details or figurative language. <p>Language and Writer’s Craft: Punctuating Coordinate Adjectives</p>	<p>Bell Ringer</p> <p>Preview: (Day 1) Turn to your elbow partner and remind each other what the five senses are. With a new partner, discuss the difference between a literal observation and a figurative description. Review/Closure: Using words or images, quickly sketch how you imagine Imma’s face.</p> <p>Preview: (Day 2) Before Reading Dramatist, short story writer, and novelist Anton Chekhov suggests, “Don’t tell me the moon is shining; show me the glint of light on broken glass.” Respond to this quote. What is Chekhov suggesting in this quote? Review/Closure: How did reading this text twice change your understanding of it?</p>	<p>CFU Options</p> <p>1.7-1.8 Short Cycle Assessment</p> <p>ANSWER KEY: 1.7-1.8 Short Cycle Assessment</p>

7th Grade- Unit 1 Activity 1.9~ Tie It Together: Revising the Ending

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Activity 1. <i>Suggested Activity Time:</i> 1-50 minute period	Learning Targets		Focus Standard/s	
	<ul style="list-style-type: none"> Analyze and evaluate narrative endings. Apply an understanding of the purpose of the ending by revising a narrative ending. 		RI.7.5: 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. W.7.5: 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. W.7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	
			Related Standards	
			RI.7.2; SL.7.1a	
	Text	Language Links	Bell Ringer	CFU Options
			Preview: Read the quote by Henry Wadsworth Longfellow: “Great is the art of beginning, but greater is the art of ending.” What makes a great ending to a narrative?	Check Your Understanding Describe how you have changed your ending. How did your change make your ending more effective for your reader?
			Review/Closure: What is one strategy you will revisit or reuse in the future when writing a narrative ending?	

Embedded Assessment #1