

**Brookings School District 5-1  
Curriculum  
2009-2010**

<b>Unit: Famous Places</b>				
<b>Resources: Internet research, library reference books, class notes, speech rubrics</b>	<p><b>Standard: 7.LVS.1.1</b> Students can <b>evaluate</b> the <u>purpose</u> and <u>content</u> of the presentation using listening and viewing skills.</p> <p><b>7.LVS.1.2</b> Students can <b>express</b> <u>orally</u> how <u>audience</u> and <u>purpose</u> influence <u>speech</u> <u>format</u>.</p> <p><b>7.LVS.1.3</b> Students can <b>create</b> clear and organized <u>descriptive</u>, <u>informative</u>, and <u>narrative</u> presentations.</p> <p><b>7.LVS.1.4</b> Students can <b>evaluate</b> the use of <u>facts</u> and <u>opinions</u> expressed in <u>auditory</u> and <u>visual</u> information.</p> <p><b>7.W.1.1</b> Students can <b>compose</b> <u>expository</u> and <u>persuasive</u> text of three paragraphs.</p> <p><b>7.W.1.4</b> Students can <b>summarize</b> and <b>paraphrase</b> information from <u>references</u> to <b>compose</b> text.</p> <p><b>7.R.5.1</b> Students can <b>determine</b> which <u>reference</u> <u>sources</u> will <b>provide</b> the best information for the assigned task.</p>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
			<b>7 red</b>	<b>7 black</b>

	<p>7.R.5.2 Students can <b>analyze</b> and <b>organize</b> data from <u>informational text</u>.</p> <p>7.R.5.3 Students can <b>evaluate</b> the <u>accuracy</u> and <u>credibility</u> of information about a topic contained in <u>multiple sources</u>.</p> <p>7.R.5.4 Students can <b>analyze</b> the <u>author's purpose</u> in text.</p> <p>• <b>Learning Target(s)</b></p>			
	I can explain the speaker's message	<b>Famous Places discussion/questions</b>		
	I can practice active listening skills.	<b>Famous Places discussion/questions</b>		
	I can ask intelligent questions about the presentation.	<b>Famous Places discussion/questions</b>		
	I can judge another's presentation in terms of effectiveness and clarity.	<b>Famous Places discussion/questions</b>		
	I can develop constructive criticism regarding a presentation.	<b>Famous Places discussion/questions</b>		
	I can identify the purpose of my speech.	<b>Famous Places Presentation</b>		
	I can choose words (appropriate grammar) for the purpose.	<b>Famous Places Presentation</b>		
	I can identify audience knowledge and interest.	<b>Famous Places Presentation</b>		
	I can choose/develop materials appropriate for the purpose of the presentation (persuade,	<b>Famous Places research</b>		

	inform, entertain-PIE)			
	I can use my rubric to self evaluate.	<b>Famous Places research</b>		
	I can develop note cards, visuals, and memory aids effectively.	<b>Famous Places research</b>		
	I can use eye contact effectively.	<b>Famous Places Presentation</b>		
	I can use volume and inflection effectively.	<b>Famous Places Presentation</b>		
	I can organize my materials to create a clear and effective presentation.	<b>Famous Places Presentation</b>		
	I can adapt my presentation for my audience based on knowledge and interest.	<b>Famous Places Presentation</b>		
	I can use appropriate word choice for classroom presentation.	<b>Famous Places Presentation</b>		
	I can introduce a topic.	<b>Famous Places Presentation</b>		
	I can effectively use transitions.	<b>Famous Places Presentation</b>		
	I can finish with a strong conclusion.	<b>Famous Places Presentation</b>		
	I can evaluate multimedia devices such as videos, DVDs, and websites.	<b>Famous Places research</b>		
	I can prewrite by webbing, brainstorming, or listing. I can narrow my topic.	<b>Famous Places Paper with Presentation</b>		

	<p>I can write a topic sentence. <b>7.W.1.1</b></p> <p>I can write using specific details that support my topic sentence. <b>7.W.1.1</b></p> <p>I can write an introductory paragraph. <b>7.W.1.1</b></p> <p>I can use transition words to organize my writing. <b>7.W.1.1</b></p> <p>I can sequence my writing. <b>7.W.1.1</b></p> <p>I can write using correct paragraphing. <b>7.W.1.1</b></p> <p>I can write a concluding paragraph. <b>7.W.1.1</b></p> <p>I can vary my sentence length. <b>7.W.1.1</b></p> <p>I can vary my sentence beginnings. <b>7.W.1.1</b></p> <p>I can write using correct mechanics. <b>7.W.1.1</b></p> <p>I can use effective word choice. <b>7.W.1.1</b></p> <p>I can use active verbs. <b>7.W.1.1</b></p> <p>I can give credit for statistical information. <b>7.W.1.</b></p>			
	<p>I can identify main points from text. <b>7.W.1.4</b></p> <p>I can paraphrase information found in text. <b>7.W.1.4</b></p> <p>I can create note cards in my own words. <b>7.W.1.4</b></p> <p>I can give credit to others' ideas. <b>7.W.1.4</b></p>	<p><b>Famous Places research</b></p>		
	<p>I can select the best source for maps. <b>7.R.5.1</b></p> <p>I can select the best source for current</p>	<p><b>Famous Places research</b></p>		

	<p>information. <b>7.R.5.1</b></p> <p>I can select the best source for historical information. <b>7.R.5.1</b></p> <p>I can select the best source for a concise and factual overview of a topic. <b>7.R.5.1</b></p> <p>I can select the most reliable online source of information. <b>7.R.5.1</b></p>			
	<p>I can arrange information into an appropriate document. <b>7.R.5.2</b></p> <p>I can arrange information into topic sentences and supporting details. <b>7.R.5.2</b></p> <p>I can decide what is important as I read. <b>7.R.5.2</b></p>	<p><b>Famous Places research</b></p>		
	<p>I can distinguish among facts, points of view, and opinion. <b>7.R.5.3</b></p> <p>I can identify inaccurate and misleading information. <b>7.R.5.3</b></p> <p>I can determine author’s purpose. <b>7.R.5.3</b></p> <p>I can determine the credibility of various sources. <b>7.R.5.3</b></p> <p>I can identify the author. <b>7.R.5.4</b></p> <p>I can explain the author’s connection to this topic. <b>7.R.5.4</b></p> <p>I can identify the author’s purpose for writing a text (persuade, inform, entertain-PIE). <b>7.R.5.4</b></p>	<p><b>Famous Places research</b></p>		

	I can explain how the author’s purpose affects the meaning of the text. <b>7.R.5.4</b>			

**Unit: Child Labor**

<p><b>Resources: Internet research/class notes and speech rubrics; <i>Iqbal</i> novel; class notes</b></p>	<p><b>Standard: 7.LVS.1.1</b> Students can <b>evaluate</b> the <u>purpose</u> and <u>content</u> of the presentation using listening and viewing skills.</p> <p><b>7.LVS.1.2</b> Students can <b>express</b> <u>orally</u> how <u>audience</u> and <u>purpose</u> influence <u>speech format</u>.</p> <p><b>7.LVS.1.3</b> Students can <b>create</b> clear and organized <u>descriptive</u>, <u>informative</u>, and <u>narrative presentations</u>.</p> <p><b>7.LVS.1.4</b> Students can <b>evaluate</b> the use of <u>facts</u> and <u>opinions</u> expressed in <u>auditory</u> and <u>visual</u> information.</p> <p><b>7.W.1.1</b> Students can <b>compose</b> <u>expository</u> and <u>persuasive text</u> of three paragraphs.</p> <p><b>7.W.1.2</b> Students can revise word choice in</p>	<p><b>Assessment:</b></p>	<p><b>First Semester</b></p>	<p><b>Second Semester</b></p> <p><b>X</b></p>
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	<p>writing.</p> <p>7.W.1.3 Students can select language and style for writing.</p> <p>7.W.1.4 Students can <b>summarize</b> and <b>paraphrase</b> information from <u>references</u> to <b>compose</b> text.</p> <p>7.R.1.1 Students can analyze <u>word parts</u> to determine meaning and <u>context</u>.</p> <p>7.R.1.2 Students can <b>infer</b> how <u>word choice</u> affects meaning.</p> <p>7.R.2.1 Students can interpret text using <u>comprehension strategies</u>.</p> <p>7.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>7.R.3.1 Students can <b>examine</b> text structures for characteristics of <u>fiction, nonfiction, drama, and poetry</u>.</p> <p>7.R.3.2 Students can <b>identify</b> how authors use <u>literary elements</u> to create meaning.</p> <p>7.R.3.3 Students can <b>identify</b> how authors use <u>literary devices</u> to create meaning.</p> <p>7.R.4.1 Students can <b>identify</b> recurring themes in text from <u>diverse cultures, time</u></p>			
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	<p>periods, and historical events.</p> <p><b>7.R.5.4</b> Students can <b>analyze</b> the <u>author's purpose</u> in text.</p> <p>7 black reads Iqbal in English class; 7red reads Iqbal in reading- all meet these standards</p> <p><b>7.R.5.1</b> Students can <b>determine</b> which <u>reference sources</u> will <b>provide</b> the best information for the assigned task.</p> <p><b>7.R.5.2</b> Students can <b>analyze</b> and <b>organize</b> data from <u>informational text</u>.</p> <p><b>7.R.5.3</b> Students can <b>evaluate</b> the <u>accuracy</u> and <u>credibility</u> of information about a topic contained in <u>multiple sources</u>.</p> <ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> </ul>			
	I can explain the speaker's message	<b>Child Labor discussion/questions</b>		
	I can practice active listening skills.	<b>Child Labor discussion/questions</b>		
	I can ask intelligent questions about the presentation.	<b>Child Labor discussion/questions</b>		



	I can judge another's presentation in terms of effectiveness and clarity.	<b>Child Labor discussion/questions</b>		
	I can develop constructive criticism regarding a presentation.	<b>Child Labor discussion/questions</b>		
	I can identify the purpose of my speech.	<b>Child Labor Presentation</b>		
	I can choose words (appropriate grammar) for the purpose.	<b>Child Labor Presentation</b>		
	I can identify audience knowledge and interest.	<b>Child Labor Presentation</b>		
	I can choose/develop materials appropriate for the purpose of the presentation (persuade, inform, entertain-PIE)	<b>Child Labor research</b>		
	I can use my rubric to self evaluate.	<b>Child Labor research</b>		
	I can develop note cards, visuals, and memory aids effectively.	<b>Child Labor research</b>		
	I can use eye contact effectively.	<b>Child Labor Presentation</b>		
	I can use volume and inflection effectively.	<b>Child Labor Presentation</b>		
	I can organize my materials to create a clear and effective presentation.	<b>Child Labor Presentation</b>		
	I can adapt my presentation for my audience based on knowledge and interest.	<b>Child Labor Presentation</b>		
	I can use appropriate word choice for classroom presentation.	<b>Child Labor Presentation</b>		
	I can introduce a topic.	<b>Child Labor Presentation</b>		

	I can effectively use transitions.	<b>Child Labor Presentation</b>		
	I can finish with a strong conclusion.	<b>Child Labor Presentation</b>		
	I can evaluate multimedia devices such as videos, DVDs, and websites.	<b>Child Labor research</b>		
	I can prewrite by webbing, brainstorming, or listing. I can narrow my topic. I can give credit for statistical information. <b>7.W.1.</b>	<b>Child Labor research</b>		
	I can identify main points from text. <b>7.W.1.4</b> I can paraphrase information found in text. <b>7.W.1.4</b> I can create note cards in my own words. <b>7.W.1.4</b> I can give credit to others' ideas. <b>7.W.1.4</b>	<b>Child Labor research</b>		
	I can select the best source for current information. <b>7.R.5.1</b> I can select the best source for historical information. <b>7.R.5.1</b> I can select the best source for a concise and factual overview of a topic. <b>7.R.5.1</b> I can select the most reliable online source of information. <b>7.R.5.1</b>	<b>Child Labor research</b>		

	<p>I can arrange information into an appropriate document. <b>7.R.5.2</b></p> <p>I can arrange information into topic sentences and supporting details. <b>7.R.5.2</b></p> <p>I can decide what is important as I read. <b>7.R.5.2</b></p>	<b>Child Labor research</b>		
	<p>I can distinguish among facts, points of view, and opinion. <b>7.R.5.3</b></p> <p>I can identify inaccurate and misleading information. <b>7.R.5.3</b></p> <p>I can determine author's purpose. <b>7.R.5.3</b></p> <p>I can determine the credibility of various sources. <b>7.R.5.3</b></p>	<b>Child Labor research</b>		

<b>Unit: Grammar</b>				
<b>Resources:</b>	<p><b>Standard(s):</b> <b>7.W.2.1</b> Students can <b>edit</b> text for <u>verb tense agreement</u>.</p> <p><b>7.W.2.2</b> Students can <b>identify</b> and <b>incorporate</b> <u>adjectives</u> in the writing process.</p>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester X</b>

	<ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> </ul>			
<p><b>Writing and Grammar book, various worksheets, class notes</b></p>	<ul style="list-style-type: none"> <li>• I can identify verb tense errors. <b>7.W.2.1</b></li> <li>• I can correct verb tense errors. <b>7.W.2.1</b></li> <li>• I can maintain the same verb tense throughout a piece of writing. <b>7.W.2.1</b></li> <li>• I can define, find, and use common adjectives. <b>7.W.2.2</b></li> <li>• I can define, find, and use proper adjectives. <b>7.W.2.2</b></li> <li>• I can define, find, and use degrees of adjectives. <b>7.W.2.2</b></li> <li>• I can define, find, and use indefinite adjective. <b>7.W.2.2</b></li> <li>• I can distinguish between a demonstrative pronoun and a demonstrative adjective. <b>7.W.2.2</b> <ul style="list-style-type: none"> <li>• I can identify and use prepositional phrases.</li> <li>• I can identify and use simple, compound, and complex sentences.</li> </ul> </li> </ul>	<p><b>Informal classroom observations and discussions; daily homework, worksheets, quizzes, and tests</b></p>		

<b>Unit: Vocabulary</b>				
<b>Resources:</b>	<b>Standard(s):</b> 7.R.1.1 Students can analyze <u>word parts</u> to determine meaning and <u>context</u> .	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
	<ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> </ul>			
<b>Vocabulary lists</b>	<ul style="list-style-type: none"> <li>• I can define individual base words. 7.R.1.1</li> <li>• I can define common suffixes and prefixes. 7.R.1.1</li> <li>• I can define antonyms and synonyms. 7.R.1.1</li> </ul>	<b>Note cards, worksheets, quizzes</b>	<b>7red</b>	<b>7black</b>
<b>Vocabulary lists</b>	<b>Standard(s):</b> 7.R.1.2 Students can <u>infer</u> how <u>word choice</u> affects meaning.  <b>Learning Target(s)</b>			
	I can identify the connotation of a word. 7.R.1.2 I can identify the denotation of a word. 7.R.1.2 I can compare and contrast how the connotation and denotation influences the meaning of the text. 7.R.1.2	<b>Note cards, quizzes</b>	<b>7red</b>	<b>7black</b>

<b>Unit: Short Story</b>				
<b>Resources:</b>	<b>Standard(s):</b> 7.R.1.2 Students can <b>infer</b> how <u>word choice</u> affects meaning.	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
	<ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> </ul>			
<b>Literature and Language textbook and various outside sources</b>	<p>I can identify the connotation of a word. <b>7.R.1.2</b></p> <p>I can identify the denotation of a word. <b>7.R.1.2</b></p> <p>I can compare and contrast how the connotation and denotation influences the meaning of the text. <b>7.R.1.2</b></p> <p><b>Standard(s):</b> 7.R.2.1 Students can interpret text using <u>comprehension strategies</u>.</p> <p><b>Learning Target(s)</b></p>		<b>7red</b>	<b>7black</b>
	<ul style="list-style-type: none"> <li>• I can make connections with the text. <b>7.R.2.1</b></li> <li>• I can ask questions as I read to determine meaning. <b>7.R.2.1</b></li> <li>• I can visualize the text as I read. <b>7.R.2.1</b></li> <li>• I can decide what is important as I</li> </ul>	<b>Class discussion, worksheets, quizzes</b>		

	<p>read. <b>7.R.2.1</b></p> <ul style="list-style-type: none"> <li>• I can make inferences as I read. <b>7.R.2.1</b></li> <li>• I can use information and apply it to my life as I read. <b>7.R.2.1</b></li> <li>• I can differentiate among question types (eg – main idea / factual / inferential / contextual) <b>7.R.2.1</b></li> </ul>			
	<p><b>Standard(s): 7.R.2.2</b> Students can read fluently to comprehend grade-level text.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information). <b>7.R.2.2</b></li> <li>• I can adjust my reading speed for different types of text. <b>7.R.2.2</b></li> <li>• I can self-monitor my reading to check for understanding. <b>7.R.2.2</b></li> <li>• I can read with appropriate expression. <b>7.R.2.2</b></li> <li>• I can read according to punctuation. <b>7.R.2.2</b></li> <li>• I can read the text as written accurately and smoothly. <b>7.R.2.2</b></li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		
	<p><b>Standard(s): 7.R.3.1</b> Students can <b>examine</b> text structures for characteristics of <u>fiction</u>.</p>			

	<p><u>nonfiction, drama, and poetry.</u></p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can compare and contrast different texts. <b>7.R.3.1</b></li> <li>• I can determine the significance of sequence in a given story. <b>7.R.3.1</b></li> <li>• I can determine the significance of the description. <b>7.R.3.1</b></li> <li>• I can understand the importance of dialogue. <b>7.R.3.1</b></li> </ul>	<b>Class discussion, worksheets, quizzes</b>		
	<p><b>Standard(s):</b> 7.R.3.2 Students can <b>identify</b> how authors use <u>literary elements</u> to create meaning.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can describe characterization in a story. <b>7.R.3.2</b></li> <li>• I can describe how setting affects the meaning in a story. <b>7.R.3.2</b></li> <li>• I can describe how conflict resolution affects the meaning. <b>7.R.3.2</b></li> <li>• I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action /</li> </ul>	<b>Class discussion, worksheets, quizzes</b>		



	<p>resolution). <b>7.R.3.2</b></p> <ul style="list-style-type: none"> <li>• I can describe theme. <b>7.R.3.2</b></li> <li>• I can explain point of view. <b>7.R.3.2</b></li> <li>• I can explain the author's purpose. <b>7.R.3.2</b></li> </ul>			
	<p><b>Standard(s): 7.R.3.3</b> Students can <b>identify</b> how authors use <u>literary devices</u> to create meaning.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can explain dialogue. <b>7.R.3.3</b></li> <li>• I can explain dialect and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain foreshadowing and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain flashbacks and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain allusion and how it contributes to meaning. <b>7.R.3.3</b></li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		
	<p><b>Standard(s): 7.R.4.1</b> Students can <b>identify</b> recurring themes in text from <u>diverse cultures, time periods, and historical events</u>.</p>			

	<b>Learning Target(s)</b>			
	<ul style="list-style-type: none"> <li>• I can identify time periods and historical events in texts. <b>7.R.4.1</b></li> <li>• I can evaluate how texts from various time periods can share the same theme. <b>7.R.4.1</b></li> <li>• I can see how different historical events can share common themes. <b>7.R.4.1</b></li> <li>• I can explain how texts from different cultures can share common themes. <b>7.R.4.1</b></li> </ul>	<b>Class discussion, worksheets, quizzes</b>		
	<p>Standard: <b>7.R.5.4</b> Students can <b>analyze</b> the <u>author's purpose</u> in text.</p> <ul style="list-style-type: none"> <li>•</li> </ul>			
	<p><b>Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can identify the author. <b>7.R.5.4</b></li> <li>• I can explain the author's connection to this topic. <b>7.R.5.4</b></li> <li>• I can identify the author's purpose for writing a text (persuade, inform, entertain-PIE). <b>7.R.5.4</b></li> </ul> <p>I can explain how the author's purpose affects the meaning of the text. <b>7.R.5.4</b></p>	<b>Class discussion, worksheets, quizzes</b>		

<b>Unit: A Christmas Carol/Victorian ABC book/Charles Dickens</b>				
<b>Resources:</b>	<b>Standard(s): 7.R.2.1</b> Students can interpret text using <u>comprehension strategies</u> .	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b>Literature and Language textbooks, class notes, internet, and movie</b>	<ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> <li>• I can make connections with the text. 7.R.2.1</li> <li>• I can ask questions as I read to determine meaning. 7.R.2.1</li> <li>• I can visualize the text as I read. 7.R.2.1</li> <li>• I can decide what is important as I read. 7.R.2.1</li> <li>• I can make inferences as I read. 7.R.2.1</li> <li>• I can use information and apply it to my life as I read. 7.R.2.1</li> <li>• I can differentiate among question types (eg – main idea / factual / inferential / contextual) 7.R.2.1</li> </ul> <p><b>Standard(s): 7.R.2.2</b> Students can read fluently to comprehend grade-level text.</p>	<b>Class discussion, worksheets, quizzes</b>	<b>X</b>	

	<b>Learning Target(s)</b>			
	<ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information). 7.R.2.2</li> <li>• I can adjust my reading speed for different types of text. 7.R.2.2</li> <li>• I can self-monitor my reading to check for understanding. 7.R.2.2</li> <li>• I can read with appropriate expression. 7.R.2.2</li> <li>• I can read according to punctuation. 7.R.2.2</li> <li>• I can read the text as written accurately and smoothly. 7.R.2.2</li> </ul>	<b>Class discussion, worksheets, quizzes</b>		
	<p><b>Standard(s):</b> 7.R.3.1 Students can examine text structures for characteristics of fiction, nonfiction, drama, and poetry.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can compare and contrast different texts. 7.R.3.1</li> <li>• I can determine the significance of sequence in a given story. 7.R.3.1</li> <li>• I can determine the significance of the description. 7.R.3.1</li> <li>• I can determine the significance of stage directions in drama. 7.R.3.1</li> <li>• I can understand the importance of dialogue. 7.R.3.1</li> </ul>	<b>Class discussion, worksheets, quizzes</b>		

	<p><b>Standard(s):</b> 7.R.3.2 Students can identify how authors use literary elements to create meaning.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can describe characterization in a story. 7.R.3.2</li> <li>• I can describe how setting affects the meaning in a story. 7.R.3.2</li> <li>• I can describe how conflict resolution affects the meaning. 7.R.3.2</li> <li>• I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). 7.R.3.2</li> <li>• I can describe theme. 7.R.3.2</li> <li>• I can explain point of view. 7.R.3.2</li> <li>• I can explain the author's purpose. 7.R.3.2</li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		
	<p><b>Standard(s):</b> 7.R.3.3 Students can identify how authors use literary devices to create meaning.</p> <p><b>Learning Target(s)</b></p>			

	<ul style="list-style-type: none"> <li>• I can explain metaphors and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain dialogue. <b>7.R.3.3</b></li> <li>• I can explain dialect and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain foreshadowing and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain flashbacks and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain allusion and how it contributes to meaning. <b>7.R.3.3</b></li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		
	<p><b>Standard(s): 7.R.4.1</b> Students can identify recurring themes in text from diverse cultures, time periods, and historical events.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can identify time periods and historical events in texts. <b>7.R.4.1</b></li> <li>• I can evaluate how texts from various time periods can share the same theme. <b>7.R.4.1</b></li> <li>• I can see how different historical events can share common themes. <b>7.R.4.1</b></li> <li>• I can explain how texts from different cultures can share common themes.</li> </ul> <p><b>7red reads A Christmas Carol in English class while 7 black reads it in reading class.</b></p>	<p><b>Class discussion, worksheets, quizzes</b></p>		

	<p><b>Standard(s):</b> 7.W.1.4 Students can <b>summarize</b> and <b>paraphrase</b> information from <u>references</u> to <b>compose</b> text.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can identify main points from text. 7.W.1.4</li> <li>• I can paraphrase information found in text. 7.W.1.4</li> <li>• I can create note cards in my own words. 7.W.1.4</li> <li>• I can give credit to others' ideas. 7.W.1.4</li> <li>•</li> </ul>	<p><b>Victorian ABC book</b></p>		
	<p><b>Standard(s):</b> 7.W.1.2 Students can <b>revise</b> <u>word choice</u> in writing.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can vary sentence beginnings. 7.W.1.2</li> <li>• I can use descriptive words. 7.W.1.2</li> <li>• I can use figurative language. 7.W.1.2</li> <li>• I can use precise nouns. 7.W.1.2</li> </ul>	<p><b>Victorian ABC book</b></p>		
	<p><b>Standard(s):</b> 7.W.2.1 Students can <b>edit</b> text for <u>verb tense agreement</u>.</p>			

	<b>Learning Target(s)</b>			
	<ul style="list-style-type: none"> <li>I can identify verb tense errors. 7.W.2.1</li> <li>I can correct verb tense errors. 7.W.2.1</li> <li>I can maintain the same verb tense throughout a piece of writing. 7.W.2.1</li> </ul>	<b>Victorian ABC book</b>		
	I can utilize technology to create a presentation	<b>Victorian Presentation in class</b>	x	

<b>Unit: <i>Countdown</i> (red team); <i>Iqbel</i> (black team)</b>				
<b>Resources:</b>	<b>Standard(s):</b> 7.R.2.1 Students can interpret text using <u>comprehension strategies</u> .	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b><i>Countdown</i></b>	<ul style="list-style-type: none"> <li><b>Learning Target(s)</b></li> <li>I can make connections with the text. 7.R.2.1</li> </ul>	<b>Class discussions, worksheets, quizzes, test</b>	<b>Red team</b>	<b>Black team</b>



	<ul style="list-style-type: none"> <li>• I can ask questions as I read to determine meaning. <b>7.R.2.1</b></li> <li>• I can visualize the text as I read. <b>7.R.2.1</b></li> <li>• I can decide what is important as I read. <b>7.R.2.1</b></li> <li>• I can make inferences as I read. <b>7.R.2.1</b></li> <li>• I can use information and apply it to my life as I read. <b>7.R.2.1</b></li> <li>• I can differentiate among question types (eg – main idea / factual / inferential / contextual) <b>7.R.2.1</b></li> </ul>			
	<p><b>Standard(s):</b> 7.R.2.2 Students can read fluently to comprehend grade-level text</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information). <b>7.R.2.2</b></li> <li>• I can adjust my reading speed for different types of text. <b>7.R.2.2</b></li> <li>• I can self-monitor my reading to check for understanding. <b>7.R.2.2</b></li> <li>• I can read with appropriate expression. <b>7.R.2.2</b></li> <li>• I can read according to punctuation. <b>7.R.2.2</b></li> <li>• I can read the text as written</li> </ul>	<p><b>Class discussions, worksheets, quizzes, test</b></p>		

	accurately and smoothly. <b>7.R.2.2</b>			
	<p><b>Standard(s): 7.R.3.1</b> Students can <b>examine</b> text structures for characteristics of <u>fiction, nonfiction, drama, and poetry.</u></p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can compare and contrast different texts. <b>7.R.3.1</b></li> <li>• I can determine the significance of sequence in a given story. <b>7.R.3.1</b></li> <li>• I can determine the significance of the description. <b>7.R.3.1</b></li> <li>• I can understand the importance of dialogue. <b>7.R.3.1</b></li> </ul>	<b>Class discussions, worksheets, quizzes, test</b>		
	<p><b>Standard(s): 7.R.3.2</b> Students can <b>identify</b> how authors use <u>literary elements</u> to create meaning.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can describe characterization in a story. <b>7.R.3.2</b></li> <li>• I can describe how setting affects the meaning in a story. <b>7.R.3.2</b></li> <li>• I can describe how conflict resolution</li> </ul>	<b>Class discussions, worksheets, quizzes, test</b>		

	<p>affects the meaning. <b>7.R.3.2</b></p> <ul style="list-style-type: none"> <li>• I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). <b>7.R.3.2</b></li> <li>• I can describe theme. <b>7.R.3.2</b></li> <li>• I can explain point of view. <b>7.R.3.2</b></li> <li>• I can explain the author’s purpose. <b>7.R.3.2</b></li> </ul> <p><b>Standard(s): 7.R.3.3</b> Students can identify how authors use <u>literary devices</u> to create meaning.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can explain similes and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain metaphors and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain idioms and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain personification and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain dialogue. <b>7.R.3.3</b></li> <li>• I can explain dialect and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain foreshadowing and how</li> </ul>	<p><b>Class discussions, worksheets, quizzes, test</b></p>		

	<p>it contributes to meaning. <b>7.R.3.3</b></p> <ul style="list-style-type: none"> <li>• I can explain flashbacks and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain allusion and how it contributes to meaning. <b>7.R.3.3</b></li> </ul>			
	<p><b>Standard(s): 7.R.4.1</b> Students can <b>identify</b> recurring themes in text from <u>diverse cultures, time periods, and historical events.</u></p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can identify time periods and historical events in texts. <b>7.R.4.1</b></li> <li>• I can evaluate how texts from various time periods can share the same theme. <b>7.R.4.1</b></li> <li>• I can see how different historical events can share common themes. <b>7.R.4.1</b></li> <li>• I can explain how texts from different cultures can share common themes. <b>7.R.4.1</b></li> </ul>	<p><b>Class discussions, worksheets, quizzes, test</b></p>		
	<p><b>Standard(s): 7.R.5.4</b> Students can <b>analyze</b> the <u>author's purpose in text.</u></p> <p><b>Learning Target(s)</b></p>			

	<ul style="list-style-type: none"> <li>• I can identify the author. <b>7.R.5.4</b></li> <li>• I can explain the author’s connection to this topic. <b>7.R.5.4</b></li> <li>• I can identify the author’s purpose for writing a text (persuade, inform, entertain-PIE). <b>7.R.5.4</b></li> <li>• I can explain how the author’s purpose affects the meaning of the text. <b>7.R.5.4</b></li> </ul>	<b>Class discussions, worksheets, quizzes, test</b>		
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<b>Unit: Poetry- reading</b>				
<b>Resources:</b>	<b>Standard(s): 7.R.1.2</b> Students can <b>infer</b> how <u>word choice</u> affects meaning.	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
	<ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> </ul>			
<i>Literature and Language</i> textbook, variety of poems-	<p>I can identify the connotation of a word. <b>7.R.1.2</b></p> <p>I can identify the denotation of a word. <b>7.R.1.2</b></p> <p>I can compare and contrast how the connotation and denotation influences the meaning of the text. <b>7.R.1.2</b></p>	<b>Class discussion, worksheets, quizzes</b>	<b>Red team</b>	<b>Black team</b>

	<p><b>Standard(s):</b> 7.R.2.1 Students can interpret text using <u>comprehension strategies</u>.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can ask questions as I read to determine meaning. 7.R.2.1</li> <li>• I can visualize the text as I read. 7.R.2.1</li> <li>• I can decide what is important as I read. 7.R.2.1</li> <li>• I can make inferences as I read. 7.R.2.1</li> <li>• I can use information and apply it to my life as I read. 7.R.2.1</li> <li>• I can differentiate among question types (eg – main idea / factual / inferential / contextual) 7.R.2.1</li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		
	<p><b>Standard(s):</b> 7.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can determine purpose for reading (enjoyment or information). 7.R.2.2</li> <li>• I can adjust my reading speed for different types of text. 7.R.2.2</li> <li>• I can self-monitor my reading to check for understanding. 7.R.2.2</li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		

	<ul style="list-style-type: none"> <li>• I can read with appropriate expression. <b>7.R.2.2</b></li> <li>• I can read according to punctuation. <b>7.R.2.2</b></li> <li>• I can read the text as written accurately and smoothly. <b>7.R.2.2</b></li> </ul>			
	<p><b>Standard(s):</b> <b>7.R.3.1</b> Students can <b>examine</b> text structures for characteristics of <u>fiction, nonfiction, drama, and poetry.</u></p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can compare and contrast different texts. <b>7.R.3.1</b></li> <li>• I can determine the significance of the description. <b>7.R.3.1</b></li> <li>• I can determine the significance of a stanza. <b>7.R.3.1</b></li> <li>• I can identify a rhyming pattern. <b>7.R.3.1</b></li> <li>• I can identify and create free verse. <b>7.R.3.1</b></li> </ul>	<b>Class discussion, worksheets, quizzes</b>		
	<p><b>Standard(s):</b> <b>7.R.3.2</b> Students can <b>identify</b> how authors use <u>literary elements</u> to create meaning.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can describe characterization in a story. <b>7.R.3.2</b></li> </ul>	<b>Class discussion, worksheets, quizzes</b>		

	<ul style="list-style-type: none"> <li>• I can describe how setting affects the meaning in a story. <b>7.R.3.2</b></li> <li>• I can describe how conflict resolution affects the meaning. <b>7.R.3.2</b></li> <li>• I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). <b>7.R.3.2</b></li> <li>• I can describe theme. <b>7.R.3.2</b></li> <li>• I can explain point of view. <b>7.R.3.2</b></li> <li>• I can explain the author’s purpose. <b>7.R.3.2</b></li> </ul>			
	<p><b>Standard(s): 7.R.3.3</b> Students can <b>identify</b> how authors use <u>literary devices</u> to create meaning.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can explain similes and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain metaphors and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain idioms and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain personification and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain alliteration . <b>7.R.3.3</b></li> <li>• I can explain onomatopoeia. <b>7.R.3.3</b></li> <li>• I can explain dialogue. <b>7.R.3.3</b></li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		



	<ul style="list-style-type: none"> <li>• I can explain dialect and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain foreshadowing and how it contributes to meaning. <b>7.R.3.3</b></li> <li>• I can explain flashbacks and how they contribute to meaning. <b>7.R.3.3</b></li> <li>• I can explain allusion and how it contributes to meaning. <b>7.R.3.3</b></li> </ul>			
	<p><b>Standard(s):</b> <b>7.R.4.1</b> Students can <b>identify</b> recurring themes in text from <u>diverse cultures, time periods, and historical events.</u></p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can identify time periods and historical events in texts. <b>7.R.4.1</b></li> <li>• I can evaluate how texts from various time periods can share the same theme. <b>7.R.4.1</b></li> <li>• I can see how different historical events can share common themes. <b>7.R.4.1</b></li> <li>• I can explain how texts from different cultures can share common themes. <b>7.R.4.1</b></li> </ul>	<p><b>Class discussion, worksheets, quizzes</b></p>		

<b>Unit: Poetry- writing</b>				
<b>Resources:</b>	<b>Standard(s): 7.W.1.2</b> Students can <u>revise word choice</u> in writing.	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b> <b>X</b>
<b>Class notes, variety of free writing topics, peer responses, poetry rubric</b>	<ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> <li>• I can choose strong active verbs. 7.W.1.2</li> <li>• I can eliminate weak adjectives. 7.W.1.2</li> <li>• I can use a thesaurus. 7.W.1.2</li> <li>• I can use descriptive words. 7.W.1.2</li> <li>• I can use figurative language. 7.W.1.2</li> <li>• I can use precise nouns. 7.W.1.2</li> </ul>	<b>Peer review, final poem product, SDSU poetry competition.</b>		
	<b>Standard(s): 7.W.1.3</b> Students can <u>select language and style</u> for writing.  <b>Learning Target(s)</b>			
	<ul style="list-style-type: none"> <li>• I can determine the purpose for writing. 7.W.1.3</li> <li>• I can identify audience. 7.W.1.3</li> <li>• I can determine appropriate voice. 7.W.1.3</li> <li>• I can choose words appropriate to the audience. 7.W.1.3</li> <li>• I can choose words appropriate for purpose. 7.W.1.3</li> <li>• I can choose words and details to</li> </ul>	<b>Peer review, final poem product, SDSU poetry competition.</b>		

	establish voice. <b>7.W.1.3</b>			
	<p><b>Standard(s):</b> 7.W.2.2 Students can <b>identify</b> and <b>incorporate</b> <u>adjectives</u> in the writing process.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can define, find, and use common adjectives. <b>7.W.2.2</b></li> <li>• I can define, find, and use proper adjectives. <b>7.W.2.2</b></li> <li>• I can define, find, and use degrees of adjectives. <b>7.W.2.2</b></li> </ul>	<b>Peer review, final poem product, SDSU poetry competition.</b>		
	<p><b>Standard(s):</b> 7.R.3.1 Students can <b>examine</b> text structures for characteristics of <u>fiction, nonfiction, drama, and poetry.</u></p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can identify and create free verse. <b>7.R.3.1</b></li> </ul>	<b>Peer review, final poem product, SDSU poetry competition.</b>		
	<ul style="list-style-type: none"> <li>• I can write a poem</li> <li>• I can utilize technology to appropriately and effectively produce a variety of written documents.</li> </ul>			

<b>Unit: Short Story- writing</b>				
<b>Resources:</b>	<b>Standard(s): 7.W.1.2</b> Students can <u>revise word choice</u> in writing.	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b>Story writing prompts, peer feedback, class notes, short story rubric</b>	<ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> <li>• I can choose strong active verbs. 7.W.1.2</li> <li>• I can eliminate weak adjectives. 7.W.1.2</li> <li>• I can vary sentence beginnings. 7.W.1.2</li> <li>• I can use a thesaurus. 7.W.1.2</li> <li>• I can use descriptive words. 7.W.1.2</li> <li>• I can use figurative language. 7.W.1.2</li> <li>• I can use precise nouns. 7.W.1.2</li> </ul>	<b>Peer review, short story product, SDSU short story competition.</b>		<b>X</b>
	<b>Standard(s): 7.W.1.3</b> Students can <u>select language</u> and <u>style</u> for writing.  <b>Learning Target(s)</b>			
	<ul style="list-style-type: none"> <li>• I can determine the purpose for writing. 7.W.1.3</li> <li>• I can identify audience. 7.W.1.3</li> <li>• I can determine appropriate voice. 7.W.1.3</li> </ul>	<b>Peer review, short story product, SDSU short story competition.</b>		

	<ul style="list-style-type: none"> <li>• I can choose words appropriate to the audience. <b>7.W.1.3</b></li> <li>• I can choose words appropriate for purpose. <b>7.W.1.3</b></li> <li>• I can choose words and details to establish voice. <b>7.W.1.3</b></li> </ul>			
	<p><b>Standard(s): 7.W.2.1</b> Students can <b>edit</b> text for <u>verb tense agreement</u>.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can identify verb tense errors. <b>7.W.2.1</b></li> <li>• I can correct verb tense errors. <b>7.W.2.1</b></li> <li>• I can maintain the same verb tense throughout a piece of writing. <b>7.W.2.1</b></li> </ul>	<b>Peer review, short story product, SDSU short story competition.</b>		
	<p><b>Standard(s): 7.W.2.2</b> Students can <b>identify</b> and <b>incorporate</b> <u>adjectives</u> in the writing process.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can define, find, and use common adjectives. <b>7.W.2.2</b></li> <li>• I can define, find, and use proper adjectives. <b>7.W.2.2</b></li> </ul>	<b>Peer review, short story product, SDSU short story competition.</b>		

	<ul style="list-style-type: none"> <li>I can define, find, and use degrees of adjectives. <b>7.W.2.2</b></li> </ul>			
	<b>Learning Target(s)</b>			
	<ul style="list-style-type: none"> <li>I can write a short story.</li> <li>I can identify and use prepositional phrases.</li> <li>I can identify and use simple, compound, and complex sentences.</li> <li>I can utilize technology to appropriately and effectively produce a variety of written documents.</li> </ul>	<b>Peer review, short story product, SDSU short story competition.</b>		

<b>Unit: Essay- writing</b>				
<b>Resources:</b>	<b>Standard(s):</b> 7.W.1.1 Students can <u>compose expository and persuasive</u> text of three paragraphs. <ul style="list-style-type: none"> <li><b>Learning Target(s)</b></li> </ul>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b> <b>X</b>
<b>Character Counts essay materials, class discussion, class notes, essay rubric</b>	<ul style="list-style-type: none"> <li>I can prewrite by webbing, brainstorming, or listing. <b>7.W.1.1</b></li> <li>I can narrow my topic. <b>7.W.1.1</b></li> </ul>	<b>Peer review, final essay product, Character Counts essay competition.</b>		

	<ul style="list-style-type: none"><li>• I can write a topic sentence. <b>7.W.1.1</b></li><li>• I can write using specific details that support my topic sentence. <b>7.W.1.1</b></li><li>• I can write an introductory paragraph. <b>7.W.1.1</b></li><li>• I can use transition words to organize my writing. <b>7.W.1.1</b></li><li>• I can sequence my writing. <b>7.W.1.1</b></li><li>• I can write using correct paragraphing. <b>7.W.1.1</b></li><li>• I can write a concluding paragraph. <b>7.W.1.1</b></li><li>• I can vary my sentence length. <b>7.W.1.1</b></li><li>• I can vary my sentence beginnings. <b>7.W.1.1</b></li><li>• I can write using correct mechanics. <b>7.W.1.1</b></li><li>• I can write to compare. <b>7.W.1.1</b></li><li>• I can write to contrast. <b>7.W.1.1</b></li><li>• I can use effective word choice. <b>7.W.1.1</b></li><li>• I can use active verbs. <b>7.W.1.1</b></li><li>• I can use cause and effect. <b>7.W.1.1</b></li><li>• I can give credit for statistical information. <b>7.W.1.1</b></li><li>• I can give credit for direct quotes. <b>7.W.1.1</b></li><li>• I can write a five-paragraph essay. <b>7.W.1.1</b></li></ul>			
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	<p><b>Standard(s):</b> 7.W.1.2 Students can <u>revise word choice</u> in writing.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can choose strong active verbs. 7.W.1.2</li> <li>• I can eliminate weak adjectives. 7.W.1.2</li> <li>• I can vary sentence beginnings. 7.W.1.2</li> <li>• I can use a thesaurus. 7.W.1.2</li> <li>• I can use descriptive words. 7.W.1.2</li> <li>• I can use figurative language. 7.W.1.2</li> <li>• I can use precise nouns. 7.W.1.2</li> </ul>	<p><b>Peer review, final essay product, Character Counts essay competition.</b></p>		
	<p><b>Standard(s):</b> 7.W.1.3 Students can <u>select language and style</u> for writing.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>• I can determine the purpose for writing. 7.W.1.3</li> <li>• I can identify audience. 7.W.1.3</li> <li>• I can determine appropriate voice. 7.W.1.3</li> <li>• I can choose words appropriate to the audience. 7.W.1.3</li> <li>• I can choose words appropriate for</li> </ul>	<p><b>Peer review, final essay product, Character Counts essay competition.</b></p>		



	<p>purpose. <b>7.W.1.3</b></p> <ul style="list-style-type: none"> <li>I can choose words and details to establish voice. <b>7.W.1.3</b></li> </ul>			
	<p><b>Standard(s): 7.W.2.1</b> Students can <b>edit</b> text for <u>verb tense agreement</u>.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>I can identify verb tense errors. <b>7.W.2.1</b></li> <li>I can correct verb tense errors. <b>7.W.2.1</b></li> <li>I can maintain the same verb tense throughout a piece of writing. <b>7.W.2.1</b></li> </ul>	<p><b>Peer review, final essay product, Character Counts essay competition.</b></p>		
	<p><b>Standard(s): 7.W.2.2</b> Students can <b>identify</b> and <b>incorporate</b> <u>adjectives</u> in the writing process.</p> <p><b>Learning Target(s)</b></p>			
	<ul style="list-style-type: none"> <li>I can define, find, and use common adjectives. <b>7.W.2.2</b></li> <li>I can define, find, and use proper adjectives. <b>7.W.2.2</b></li> <li>I can define, find, and use degrees of adjectives. <b>7.W.2.2</b></li> <li>I can define, find, and use indefinite adjective. <b>7.W.2.2</b></li> </ul>	<p><b>Peer review, final essay product, Character Counts essay competition.</b></p>		

	<p><b>Learning Target(s)</b></p> <ul style="list-style-type: none"><li>• I can identify and use prepositional phrases.</li><li>• I can identify and use simple, compound, and complex sentences.</li><li>• I can utilize technology to appropriately and effectively produce a variety of written documents.</li></ul>			
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