**Grade 7 English Language Arts**

**Poetry unit Student Plan**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Essential Question:***

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| ***E.L.A – Speaking and Listening:***  *“What can I share, explain or clarify?”* |
| ***E.L.A – Reading and Viewing:***  *“What can I interpret or understand?”* |
| ***E.L.A – Writing and Representing:***  *“What can I convey or describe?”* |

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| ***I Can Statements:*** |
| 1. ***I Can*** *explore, add to, and think about my thoughts, ideas, feelings and experiences by speaking and listening.* ***(E.L.A. G.C.O. 7.1)*** |
| 1. ***I Can*** *clearly and confidently back up my opinion with evidence..* ***(E.L.A. G.C.O. 7.1.3)*** |
| 1. ***I Can*** *show respect for others by developing effective, sensitive ways to express my personal opinions.* ***(E.L.A. G.C.O. 7.3.2)*** |
| 1. ***I Can*** *listen critically to others ideas, opinions, and points of view.* ***(E.L.A. G.C.O. 7.1.4)*** |
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| 1. ***I Can*** *independently use different reading strategies (predicting, questioning, making connections, inferencing, etc.) to help me understand what I am reading.* ***(E.L.A. G.C.O. 7.4.4)*** |
| 1. ***I Can*** *often easily explain, in detail, orally or in writing what I think about a story/poem/book/article or non-print text. article.* ***(E.L.A. G.C.O. 7.6.1)*** |
| 1. ***I can*** *discuss a story/poem/article critically, looking at a variety of things, such as form, structure, and content;and how they writing choices affect the meaning/understanding including personal knowledge, ideas, values, and points of view influence how writers create pieces.* ***(E.L.A. G.C.O. 7.7.3)*** |
| 1. ***I Can*** *find evidence / examples in texts to support my opinion about a story/poem/book/article or non-print text’s theme, issue and/or situation.* ***(E.L.A. G.C.O. 7.6.3)*** |
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| 1. ***I Can*** *use writing, and other forms of representation to explore, describe, and reflect on my thoughts, feelings, opinions, and learning; and use my imagination.* ***(E.L.A. G.C.O. 7.8.0)*** |
| 1. ***I Can*** *use interesting effects in my creative writing and other forms of representing, including make interesting language choices, using sophisticated word choice, which fit the writing style and purpose and adding thoughts and feelings as well as detailed descriptions .* ***(E.L.A. G.C.O. 7.8.4)*** |
| 1. ***I Can*** *create a variety of different writing pieces including stories, cartoons, journals, personal and business letters, speeches, reports, interviews, messages, poems, and advertisements.* ***(E.L.A. G.C.O. 7.9.1)*** |
| 1. ***I Can*** *pick from a variety of pre-writing, drafting, revising, editing, proofreading and presenting strategies to create a variety of writing pieces..* ***(E.L.A. G.C.O. 7.10.2)*** |
| 1. ***I Can*** *use conventions independently in the good copies of my writing.* ***(E.L.A. G.C.O. 7.10.1)*** |
| 1. ***I Can*** *can ask for peer feedback while writing and use the feedback to help improve my writing piece. I can also think of a draft from the reader’s / viewer’s / listener’s point of view.* ***(E.L.A. G.C.O. 7.9.5)*** |
| 1. ***I Can*** *show commitment to create writing pieces.* ***(E.L.A. G.C.O. 7.10.4)*** |

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| ***What is your Academic English Language Arts goal for this unit?*** |

***Summative Assessments:***

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|  | ***Just Starting, insufficient*** | ***Almost, but not quite there*** | ***Yes, Proficient*** | ***Wow! Excellent*** |
|  | * Not able to use active communication skills appropriate to the speaking context. * Has difficulty expressing personal points of view and rarely responds critically to grade-level texts. * May demonstrate some aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as shown in evidence over time but drafts and pieces of drafts may be repetitive, copied, unclear, or unfocused. | * With support uses active communication skills in informal and formal contexts. * Occasionally expresses personal points of view and with prompting responds critically to grade-level texts. * Demonstrates most aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in pieces. | * Generally uses active communication skills in informal and formal contexts. * Often expresses personal points of view, evaluates texts and responds critically to grade-level texts. * Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time in multiple pieces. | * Consistently uses active communication skills in informal and formal contexts. * Consistently expresses thoughtful and well supported personal points of view and responds critically to grade-level texts. * Demonstrates all aspects (content, organization, word choice, voice, sentence structure, conventions) of strong writing as evidenced over time in multiple pieces. |