**How Are You Wonderful?**

*Read or view the following texts and complete the corresponding assignments:*

**Wonder**

Pre-reading discussion activity (1, 11)

 Prezi Presentation on Theme (in pairs) (1)

 Collaborative Note-Taking Chart (2,11)

 Online Discussion (4, 11)

 Guided Inner Voice Sheet (4)

**Thank You Ma’am**

 Predict-o-gram (4)

 Contrast and Contradiction (3)

**Turning Point: Free Wheelchair Mission**

 Six Word Memoir (1, 4)

 Triple Venn Diagram (3)

**Prove it!**

 Phrases and clauses (7)

 Simple, compound, and complex sentences (8)

 Recognize and correct misplaced and dangling modifiers (9)

 Use a comma to separate coordinate adjectives (10)

**How Am I Wonderful? Argument Paper** (5,6)

**Student Learning Objectives:**

1. Determine a theme and follow its development throughout a story. (RL.7.2)
2. Cite textual evidence, especially as it relates to characterization. (W.7.1.B)
3. Compare and contrast characters and settings across stories. (RL.7.3)
4. Interact with texts through connecting, predicting, questioning, and visualizing. (RL.7.10)
5. Write an argument that includes a claim, counterclaim, and is edited for the conventions of English. (W.7.1.A,B,D,E)
6. Follow conventions of standard English. (L.7.2)
7. Phrases and clauses. (L.7.1.A)
8. Simple, compound, and complex sentences. (L.7.1.B)
9. Recognize and correct misplaced and dangling modifiers. (L.7.1.C)
10. Use commas to separate coordinate adjectives. (L.7.2.A)
11. Come to discussions prepared having read the text, ask and answer questions, think about your own views, and get smarter from others’ thinking (SL.7.1.A,C,D)

Quarter 1 Standards

|  |  |  |  |
| --- | --- | --- | --- |
| **DOK 1: Recall** | **DOK 2: Skill and Concept** | **DOK 3: Strategic Thinking** | **DOK 4: Extended Thinking** |
| Recognize and correct misplaced and dangling modifiers. (L.7.1.C) | Recognize and correct misplaced and dangling modifiers. (L.7.1.C) | Determine a theme and follow its development throughout a story. (RL.7.2) | Write an argument that includes a claim and counterclaim. (W.7.1.A)  |
| Phrases and clauses. (L.7.1.A) | Phrases and clauses. (L.7.1.A) | Ask and answer questions. (SL.7.1.C) | Use evidence to support your claim. (W.7.1.B) |
| Simple, compound, and complex sentences. (L.7.1.B) | Simple, compound, and complex sentences.(L.7.1.B) | Compare and contrast characters and settings across stories. (RL.7.3) | Write a conclusion that supports your argument. (W.7.1.E) |
| Use commas to separate coordinate adjectives. (L.7.2.A) | Use commas to separate coordinate adjectives. (L.7.2.A) | Think about your own views, and get smarter from others’ thinking. (SL.7.1.D) |  |
|  | Establish and maintain a formal style. (W.7.1.D) | Interact with texts through connecting, predicting, questioning, and visualizing. (RL.7.10) |  |
|  | Come to discussions prepared having the read text. (SL7.1.A) |  |  |
|  | Follow conventions of standard English. (L.7.2) |  |  |

**Depth of Knowledge (DOK) Levels**

**Reading:** DOK 1: Recall (recite facts, basic comprehension, simple understanding of words or phrases)

DOK 2: Skill/Concept (mental processing beyond recall. comprehend and process a text, infer,

 summarize, interpret, understand literal main ideas, use context clue, make predictions)

DOK 3: Strategic Thinking (understand ideas presented in a text, connect ideas support your own

thinking with evidence from the text, identify theme, infer, apply prior knowledge, make

connections between texts)

DOK 4: Extended Thinking (extended time for thinking, take information from a text and apply it

to a new task, perform complex analyses of connections among texts, analyze and synthesize information from multiple sources)

**Writing:** DOK1: Recall (listing ideas or words, brainstorming, spelling correctly)

 DOK 2: Skill/Concept (first draft writing, note-taking, outlining, summarizing, organizing)

 DOK 3: Strategic Thinking (multiple paragraphs, complex sentence structure, awareness of

audience, edit and revise appropriately)

 DOK 4: Extended Thinking (multiple paragraphs, claim with supporting evidence, distinct

writer’s voice, demonstrates the ability to create original ideas from multiple texts)

**Speaking** DOK 1: Recall (calculate events, repeat themes, recite findings, define, list, name characters)

**and Listening:** DOK 2: Skill/Concept (classify findings, separate findings, compare characters and themes, relate

topics, interpret themes, distinguish findings, make observations, summarize events and

themes)

 DOK 3: Strategic Thinking (Assess findings, compare characters and themes, differentiate

 findings, draw conclusions, use concepts to solve non-routine problems, apprise, critique

 findings, formulate, hypothesize)

 DOK 4: Extended Thinking (Connect findings, synthesize findings, critique findings, analyze

 themes and characters)

**Language:** DOK 1: Recall (identify proper spelling and grammar)

 DOK 2: Skill/Concept (classify correct spelling and grammar in given examples)

 DOK 3: Strategic Thinking (critique your own and others’ use of spelling and grammar)

 DOK 4: Extended Thinking (apply spelling and grammar concepts)