

January 26, 2020

Elizabeth School District  
Board of Directors  
634 S. Elbert Street  
PO Box 610  
Elizabeth, CO 80107

RE: Proposal for fee addition on additional training material

Dear Board of Directors,

I am petitioning the Board for the opportunity to teach our seventh graders the book *7 Habits of Highly Effective Teens*. The proposal is to add the costs of these books to the annual fee for each student, along with scholarship opportunities for those that need financial assistance. There are several wholesale book retailers that we could acquire these books for \$9.99 each along with free shipping. We would use our tax-exempt certificate to also assist with these costs.

What is the purpose of adding this resource to our teaching repertoire? I believe that in addition to giving the students a road map to grow their character and develop excellent habits, this book will also meet many of our Colorado Standards we employ today. Below is a brief overview of the book and how I view this tying directly into the Colorado Standards.

To start with, I want to share with you an overview of the book. Sean Covey has written a book that addresses how to navigate the digital age and provides an easy-to-understand guide to help teens grow in their self-image, building friendships, resisting peer pressure, achieving their goals and handling their relationships with their parents with maturity. The book itself easily holds a teen's attention with relevant content and relatable examples and stories. I feel like hearing this wisdom from someone other than a parent or a teacher helps add to the credibility and lends to a student's integration into their own thinking. The 7 Habits are as follows: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, and lastly, Sharpen the Saw. I understand that Running Creek is currently becoming a 7 Habits school. I am thrilled about our Home Grown Initiative plans and know this will line up with the principles with which we wish to equip our children before we send them out to change the world.

I intend to have the students use the books multiple times a week, over the entire year, during classroom time as material for annotations as well as to facilitate discussions. The discussions alone cover nearly all the communicating standards and include: (CCSS: SL.7.1), (CCSS: SL.7.2), (CCSS: SL.7.3), and (CCSS: SL.7.4). I have already used several excerpts from the book and I have observed the kids opening up with

topics in which they are interested. They have grown in their ability to effectively communicate their ideas and prove said ideas with evidence from the text.

I have also seen an increase in their inference skills and with the application of identifying and writing about Depth and Complexity Icons, their critical thinking skills. The standards used are: (CCSS: RL.7.1), (CSS: RL.7.2), (CCSS: RL.7.3), and (CCSS: RL.7.10).

Additionally, as they annotate, they personally relate to the text, and I require them to use Bloom's higher-level vocabulary words within those annotations. I also require the students to give summaries at the end of each major section. Doing this applies the standards: (CCSS: RI.7.1), (CCSS: RI.7.2), (CCSS: RI.7.3), (CCSS: RI.7.4), (CCSS: RI.7.5), (CCSS: RI.7.6), (CCSS: RI.7.8), (CCSS: RI.7.10), (CCSS: W.7.2), (CCSS: W.7.4), and (CCSS: W.7.10).

If granted, I would divide the book up into 8 sections for the students to work on and use one section per month. I am confident this will be an excellent addition to our new Language Arts Curriculum. I strongly believe it will enhance the work they do in this curriculum.

Thank you in advance for your time and consideration of this proposal. Listed below is a summary of each Habit.

Sincerely,

Robin Neelley

7<sup>th</sup> Grade Language Arts

## **The 7 Habits of Highly Effective Teens Summary**

### **Habit 1: Be Proactive**

Covey explains that being proactive means being responsible, taking action, and being in control of yourself and what you want. This differs from being reactive, which entails being far more passive and waiting for things to happen, and often complaining and blaming others when things don't go your way. The underlying principle is you have freedom of choice and are responsible for your choices. Being proactive also means you can choose how to react to any given situation before emoting impulsively. To help become more proactive, Covey cites four key characteristics including self-awareness, conscience, imagination, and will power.

### **Habit 2: Begin With the End in Mind**

The guiding principle is that mental creativity comes before physical creativity. It is vital to set an endpoint or goalpost to work towards so that you know exactly what it is you are trying to achieve. Covey implores you to imagine your future before attempting to achieve it. Covey includes many exercises to accomplish this, including writing a mission statement to clearly outline your intentions. Four methods are given for writing a mission statement, including use of famous inspirational quotations. Additionally, Covey gives tips on how to list goals, calculate their costs, and work with others who share similar endgames.

### **Habit 3: Put First Things First**

This section is all about prioritizing the most important things that will help you accomplish your goals. Through time management, this principle guards against procrastination and promotes proactive planning. Categorizing priorities as urgent and non-urgent will help clearly define what needs to be put first on your path to success. Putting things first requires great discipline and a willingness to go outside of your comfort zone.

### **Habits 4: Think Win-Win**

The underlying principle is to plan long-term and invest in lasting relationships built on respect and benefit. The need for interdependence is stressed in order to have a healthy, mutually beneficial relationship. Covey also details various win-lose, lose-win, and lose-lose scenarios, highlighting the crucial element of honest teamwork needed to create win-win relationships. In order to foster win-win situations, it is imperative to strip away comparison and competition. Treating others' successes as you treat your own, and more win-wins will result.

### **Habit 5: Seek First to Understand, Then to be Understood**

This idea stresses the importance of open communication. Covey implores you to listen carefully to account for the desires of others before your own. Covey suggests listening with your ears, heart, and eyes as opposed to your mouth. Selective listening does no good, so you must genuinely care to pay attention to another person's predicaments so that they will listen when you are the one in trouble. Avoid poor listening skills by putting yourself into the shoes of those expressing their concerns.

Also, don't only listen to the words, but observe the emotional body language accompanying the words to reach a better understanding.

#### Habit 6: **Synergize**

Piggybacking off the previous principle, synergizing also stresses the importance of teamwork. Two is better than one, and if a proper synergy is formed between the two, a greater outcome can be achieved. To find synergy, you must embrace diversity and shun discrimination. Diversity fosters differences, and differences lead to new ways of creating success. By beneficially working with others who differ from you, you can achieve things that you would never consider possible on your own. Synergy requires stripping ignorance, judgment, and prejudice to sympathize with those who may differ from you. Five steps are given to attain synergy: define the problem or opportunity, define your way of attacking it, their way, brainstorm, and then find a common solution.

#### Habit 7: **Sharpen the Saw**

You cannot become an expert at anything without properly honing your craft. The overarching idea is to increase your effectiveness by renewing yourself physically, mentally, emotionally, and spiritually. Take the requisite time needed to sharpen the saw, so that when you resume whatever your goal is, you are reinvigorated to do a successful job. Practice makes perfect, and sharpening the saw helps sharpen your focus during practice.

# 2020 Colorado Academic Standards Online

## Seventh Grade, Standard 1. Oral Expression and Listening

Prepared Graduates:

- 1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

 Grade Level Expectation:

1. Incorporate language, tools, and techniques appropriate for task and audience during formal presentations.

 Evidence Outcomes:

*Students Can:*


- a. 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. (CCSS: SL.7.1)
  - 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. (CCSS: SL.7.1a)
  - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (CCSS: SL.7.1b)
  - 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. (CCSS: SL.7.1c)
  - Acknowledge new information expressed by others and, when warranted, modify their own views. (CCSS: SL.7.1d)
- b. Analyze the main ideas and supporting details presented in diverse media and formats (for example: visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CCSS: SL.7.2)
- c. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CCSS: SL.7.3)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respect consensus in decision making. (Civic/Interpersonal Skills, Collaboration/Teamwork)

2. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication)
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)

 *Essential Questions:*

1. What makes an effective discussion?
2. What strategies do effective communicators use to involve other people in a discussion?
3. How do we share responsibility in discussions?

 *Essential Reasoning Skills:*

1. Prioritize tasks based on intended outcomes of collaboration.
2. Evaluate the merit (which is better/more important/more logical/more appropriate) of ideas or solutions.
3. Defend opinions with sound reasoning.

Prepared Graduates:

- 2. Deliver effective oral presentations for varied audiences and varied purposes.

 Grade Level Expectation:

2. Prepare for formal presentations and use appropriate delivery techniques.

 Evidence Outcomes:

*Students Can:*


- a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (CCSS: SL.7.4)
- b. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. (CCSS: SL.7.5)
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (CCSS: SL.7.6)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication)

2. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

 *Essential Questions:*

1. How does the lack of a component (introduction, main idea, supporting details, and conclusion) change the impact of a presentation?
2. How do the ideas included in a presentation clarify the topic, text, or idea?
3. What different media or formats are appropriate for a presentation?

 *Essential Reasoning Skills:*

1. Analyze an audience's background knowledge, interests, and goals.
2. Select supporting details/anecdotes/facts for credibility and impact.
3. Polish presentation for clarity of content and effect, and grammatically correct use of language, spelling, and mechanics.

## **Seventh Grade, Standard 2. Reading for All Purposes**

Prepared Graduates:

- 3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

 Grade Level Expectation:

1. Analyze the connections between interrelated literary elements to understand literary texts.

 Evidence Outcomes:

*Students Can:*

- a. Use Key Ideas and Details to:
  - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.7.1)
  - 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. (CCSS: RL.7.2)
  - Analyze how particular elements of a story or drama interact (for example: how setting shapes the characters or plot). (CCSS: RL.7.3)
- b. Use Craft and Structure to:

- 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 (for example: alliteration) on a specific verse or stanza of a poem or section of a story or drama. (CCSS: RL.7.4)
- Analyze how a drama's or poem's form or structure (for example: soliloquy, sonnet) contributes to its meaning. (CCSS: RL.7.5)
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CCSS: RL.7.6)
- c. Use Integration of Knowledge and Ideas to:
  - 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 (for example: lighting, sound, color, or camera focus and angles in a film). (CCSS: RL.7.7)
  - 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. (CCSS: RL.7.9)
- d. Use Range of Reading and Complexity of Text to:
  - 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. (CCSS: RL.7.10)

#### Academic Contexts and Connections:

#### *Colorado Essential Skills:*

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

#### *Essential Questions:*

1. How would changing the setting, character, plot, or point of view affect the outcome of a literary text?
2. How do authors appeal to the reader's emotions and beliefs?

#### *Essential Reasoning Skills:*

1. Explain or connect ideas using supporting evidence (quote, example, text references).
2. Identify/make inferences about explicit or implicit central ideas.
3. Use reasoning, planning, and evidence to support inferences.



Prepared Graduates:

- 4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

 Grade Level Expectation:

2. Summarize and evaluate to show understanding of informational texts.

 Evidence Outcomes:

*Students Can:*

- a. Use Key Ideas and Details to:
  - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.7.1)
  - 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. (CCSS: RI.7.2)
  - Analyze the interactions between individuals, events, and ideas in a text (for example: how ideas influence individuals or events, or how individuals influence ideas or events). (CCSS: RI.7.3)
- b. Use Craft and Structure to:
  - 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. (CCSS: RI.7.4)
  - 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. (CCSS: RI.7.5)
  - 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. (CCSS: RI.7.6)
- c. Use Integration of Knowledge and Ideas to:
  - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (for example: how the delivery of a speech affects the impact of the words). (CCSS: RI.7.7)
  - 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. (CCSS: RI.7.8)
  - 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. (CCSS: RI.7.9)
- d. Use Range of Reading and Complexity of Text to:
  - 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. (CCSS: RI.7.10)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). (Civic/Interpersonal Skills, Global/Cultural Awareness)
3. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)

 *Essential Questions:*

1. How does an author use language to convey his/her viewpoint?
2. How can readers distinguish between facts and an author's opinion? Why does this matter?
3. How are multiple sources valuable when we are learning new information?
4. How is nonfiction like fiction?
5. How do we identify similarities and differences between two texts on the same topic?

 *Essential Reasoning Skills:*

1. Distinguish accurate from inaccurate information.
2. Analyze interrelationships among concepts, issues, and problems.
3. Synthesize information within a source or text

Prepared Graduates:

- 5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

 Grade Level Expectation:

3. Apply knowledge of word relationships, word structures, and sentence structures to determine the meaning of new words in increasingly complex texts.

 Evidence Outcomes:

*Students Can:*

- a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (CCSS: L.7.4)
- Use context (for example: 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. (CCSS: L.7.4a)
  - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (for example: *belligerent*, *bellicose*, *rebel*). (CCSS: L.7.4b)
  - Consult general and specialized reference materials (for example: 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. (CCSS: L.7.4c)
  - Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary). (CCSS: L.7.4d)
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)
- Interpret figures of speech (for example: literary, biblical, and mythological allusions) in context. (CCCS: L.7.5a)
  - Use the relationship between particular words (for example: synonym/antonym, analogy) to better understand each of the words. (CCCS: L.7.5b)
  - Distinguish among the connotations (associations) of words with similar denotations (definitions) (for example: *refined*, *respectful*, *polite*, *diplomatic*, and *condescending*). (CCCS: L.7.5c)
- c. 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. (CCSS: L.7.6)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/Self-Direction)
2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technology)

 *Essential Questions:*

1. When a word has multiple meanings or pronunciations, how does a reader select the correct one?

2. How do we learn new words?
3. How do people adjust the words they use in different contexts?

 *Essential Reasoning Skills:*

1. Recognize subtle context clues (for example: contrast or antonym clues, inference clues, punctuation clues) that help understand the meaning of words and/or phrases.
2. Infer meanings by applying knowledge of Greek and Latin roots.
3. Discern layers of meaning, both literal (denotation) and implied (connotation).

**Seventh Grade, Standard 3. Writing and Composition**

Prepared Graduates:

- 6. Craft arguments using techniques specific to the genre.

 Grade Level Expectation:

1. Write well-organized arguments using logical reasoning, relevant and credible evidence, acknowledgement of opposing claims, clear language, and formal style.

 Evidence Outcomes:

*Students Can:*


- a. Write arguments to support claims with clear reasons and relevant evidence. (CCSS: W.7.1)
  - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. (CCSS: W.7.1a)
  - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (CCSS: W.7.1b)
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (CCSS: W.7.1c)
  - Establish and maintain a formal style. (CCSS: W.7.1d)
  - Provide a concluding statement or section that follows from and supports the argument presented. (CCSS: W.7.1e)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Look for and value in different perspectives expressed by others. (Personal Skills, Adaptability/Flexibility)

2. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. (Professional Skills, Information Literacy)
3. Demonstrate confidence in sharing ideas/feelings. (Professional Skills, Self-Advocacy)

 *Essential Questions:*

1. What part does word choice play in writing?
2. How do we use evidence to support our claims?
3. How do we use counterclaims to support our arguments?

 *Essential Reasoning Skills:*

1. Understand that personal experiences affect how a reader understands and interprets a text.
2. Use multiple perspectives and points of view to expand others' thinking.
3. Classify the similarities and differences in points of view.

Prepared Graduates:

- 7. Craft informational/explanatory texts using techniques specific to the genre.

 Grade Level Expectation:

2. Write well-developed informative/explanatory texts using logical organizational strategies, relevant supporting information, domain-specific vocabulary, and formal style.

 Evidence Outcomes:

*Students Can:*

- a. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.7.2)
  - 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 formatting (for example: headings), graphics (for example: charts, tables), and multimedia when useful to aiding comprehension. (CCSS: W.7.2a)
  - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (CCSS: W.7.2b)
  - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (CCSS: W.7.2c)
  - Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.7.2d)
  - Establish and maintain a formal style. (CCSS: W.7.2e)

- Provide a concluding statement or section that follows from and supports the information or explanation presented. (CCSS: W.7.2f)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

 *Essential Questions:*

1. How do we use evidence to enhance our readers' understanding?
2. How do different references enhance readers' thinking about writing?
3. What should writers tell and what should they describe to make information clear?

 *Essential Reasoning Skills:*

1. Synthesize information from multiple sources using logical organization, effective supporting evidence, and variety in sentence structure.
2. Ask critical questions to improve thinking.
3. Determine the most effective means of delivery of information.

Prepared Graduates:

- 8. Craft narratives using techniques specific to the genre.

 Grade Level Expectation:

3. Write engaging real or imagined narratives effectively using techniques such as relevant description, sensory language, dialogue, and logical pacing to capture the action and detail experiences and events.

 Evidence Outcomes:

*Students Can:*

- a. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS: W.7.3)
  - 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. (CCSS: W.7.3a)

- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (CCSS: W.7.3b)
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (CCSS: W.7.3c)
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CCSS: W.7.3d)
- Provide a conclusion that follows from and reflects on the narrated experiences or events. (CCSS: W.7.3e)
- Use stylistic techniques (for example: alliteration, onomatopoeia, rhyme scheme, repetition); figurative language (for example: simile, metaphor, personification); and graphic elements (for example: capital letters, line length, word position) to express personal or narrative voice.

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Engage in novel approaches, moves, directions, ideas, and/or perspectives. (Entrepreneurial Skills, Creativity/Innovation)
2. Assess personal strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mind-set." (Personal Skills, Self-Awareness)
3. Establish goals for communication and plan out steps accordingly. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

 *Essential Questions:*

1. In what ways does an author use the setting to create a mood for the story?
2. What inferences can a reader make about different character types?
3. What visual clues does a writer give about a story by using only the words of a text?

 *Essential Reasoning Skills:*

1. Provide insight into characters' motivations in narratives.
2. Envision and develop scenes that convey an idea.

Prepared Graduates:

- 9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

 Grade Level Expectation:

4. Plan, draft, edit, and revise as needed to ensure that writing is clear and coherent, that it conforms to standard conventions for grammar, usage, and mechanics, and that its style is appropriate to task, purpose, and audience.

 Evidence Outcomes:

*Students Can:*

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.7.1)
  - Explain the function of phrases and clauses in general and their function in specific sentences. (CCSS: L.7.1a)
  - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CCSS: L.7.1b)
  - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (CCSS: L.7.1c)
- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.7.2)
  - Use a comma to separate coordinate adjectives (for example: *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (CCSS: L.7.2a)
  - Correctly spell frequently used words and consult reference materials (for example, dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequently used vocabulary. (adapted from CCSS: L.7.2.b).
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS: L.7.3)
  - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (CCSS: L.7.3a)
- d. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS: W.7.4)
- e. 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. (CCSS.W.7.5)
- f. 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. (adapted from CCSS: W.7.6)
- g. 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. (CCSS W.7.10)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Apply knowledge to set goals, make informed decisions and transfer to new contexts. (Personal Skills, Initiative/self-direction)



2. Focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course. (Personal Skills, Perseverance/Resilience)
3. Demonstrate task management attributes associated with producing high quality products including the abilities to: work positively and ethically, manage time and projects effectively, multi-task, and clearly communicate with others. (Professional Skills, Task/Time Management)

 *Essential Questions:*

1. How do transition words create fluency in writing?
2. How can vocabulary help or hinder a piece of writing?
3. When does a writer know he/she has done enough editing?
4. How does editing make someone a better writer?

 *Essential Reasoning Skills:*

1. Explain the rationales for conventional rules for grammar, punctuation, usage, spelling, and presentation.
2. Explain how intentional violations of the conventional rules impact a reader's perceptions.

### **Seventh Grade, Standard 4. Research Inquiry and Design**

Prepared Graduates:

- 10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

 Grade Level Expectation:

1. Pose research questions, synthesize answers from multiple credible sources, and present conclusions in an appropriate format.

 Evidence Outcomes:

*Students Can:*

- a. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CCSS: W.7.7)
- b. 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. (CCSS: W.7.8)
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.7.9)

- Apply *grade 7 Reading standards* to literature (for example: “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”). (CCSS: W.7.9a)
- Apply *grade 7 Reading standards* to literary nonfiction (for example: “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”). (CCSS: W.7.9b)

 Academic Contexts and Connections:

 *Colorado Essential Skills:*

1. Make connections between information gathered and personal experiences to apply and/or test solutions. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Test hypotheses/prototype with planned process for getting feedback. (Entrepreneurial Skills, Inquiry/Analysis)
3. Evaluate information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

 *Essential Questions:*

1. How do writers summarize information in their own words?
2. What makes content credible or non-credible?
3. How might different audiences understand a message differently?
4. How do we cite our research?

 *Essential Reasoning Skills:*

1. Change close-ended questions to open-ended questions for research.
2. Identify unique search terms to locate targeted sources.
3. Compare and contrast tone, style, logic, audience and purpose in potential resources.
4. Synthesize information by classifying and sequencing.
5. Determine effective format(s) for communicating findings.