

Lesson Guidance 19	
Grade	7
Unit	3
Selected Text(s)	HOMS Culminating Task
Duration	7-10 days

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will use what they have learned about identity and vignettes to write an informational piece and a vignette to help the reader understand how they identify themselves.

CCSS Alignment

W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

W.7.6: Use technology, including the internet to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

End of lesson task *Formative assessment*

Write a mini informational essay about your cultural identity (*race, nationality, ethnicity, etc.*). Students will then write one vignette that represents a moment or snapshot that conveys and showcases their cultural identity. Your vignette should have a title.

Knowledge Check *What do students need to know in order to access the text?*

Background Knowledge

- Knowledge of the structure of a vignette

Core Instruction

Text-centered questions and ways students will engage with the text

Teachers may use the following pacing guide as it is displayed or at their discretion. The steps within the guide were designed for 50-60 minute class periods or can be combined for block schedules.

The guide begins with students using their work from the Opening Activities in Lesson 16, 17, and 18 to brainstorm ideas for the mini informational essay about their cultural identity. Students will be provided ample time to draft, self edit, peer edit, revise and publish.

Next the guide moves to tips for outline and drafting their vignette. Students will be given ample time to draft, revise and publish.





<p><u>Day 1:</u></p> <p>Introduce prompt and review key terms.</p> <p>Using the google slides from lesson 16, the personal and social identity wheels from lesson 17, and the concept map from lesson 18, students will brainstorm ideas for their mini informational cultural identity essay. (ELD Support)</p>	<p><u>Day 2:</u></p> <p>Brainstorming and drafting. (ELD Support)</p>	<p><u>Day 3:</u></p> <p>Drafting write write write (ELD Support)</p>	<p><u>Day 4:</u></p> <p>Drafting, Revise, Edit</p> <p>write write write</p> <p>TASKLIST:</p> <p>Self Edit</p> <p>Peer Edit</p>	<p><u>Day 5:</u></p> <p>Write and Publish final copy</p>
<p><u>Day 6</u></p> <p>Flex Day</p>	<p><u>Day 7:</u></p> <p>Brainstorm any “real life stories” from your life that you can turn into a vignette.</p> <p>Use the Tip Sheet to help you brainstorm and begin drafting. (ELD Support)</p>	<p><u>Day 8:</u></p> <p>Completing the Tip Sheet and writing. write write write</p>	<p><u>Day 9:</u></p> <p>Drafting & Revise</p> <p>Write and Publish Final Copy</p>	<p><u>Day 10:</u></p> <p>Flex Day</p>



Fluency, Comprehension and Writing Supports

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol N/A
Writing	Pattan Writing Scope and Sequence N/A

Additional Supports

ELD Practices	<p>Practices to promote Tier 1 access</p> <p>Day 1: The Impact of Culture, Race & Ethnicity on a Person's Identity - Video & Lesson Transcript Study.com</p> <p>Day 2 and 3 :  Google Draw Word web/semantic map</p> <p> Google Draw Think about your Thinking</p> <p> Summary Organizer</p> <p> curr-eld-instruction-academic-language-function-toolkit (1).pdf</p> <p>Day7:</p> <p>List of Adjectives: Useful Adjectives Examples in English • 7ESL</p> <p>Sensory Word List 100+ Common Metaphors with Meanings [Everyday Life] Leverage Edu List of AS...AS Similes</p>
SpEd Practice	Lesson 19 Guidance SPED Accommodations
MTSS Practices	Practices to promote Tier 1 access
Enrichment Practices	Practices to promote Tier 1 access