

<p style="text-align: center;"><b>HIGHWAY SAFETY MODULE 7th Grade English</b></p>	<p style="text-align: center;">Code</p>	<p style="text-align: center;">ACTIVITY 1: QUICK FIXES FOR HIGH-CRASH HIGHWAYS</p>	<p style="text-align: center;">ACTIVITY 2: COLLISION CALAMITY</p>	<p style="text-align: center;">ACTIVITY 3: BARRIER BUMPING</p>	
<b>READING</b>					
<b>Word Recognition and Word Study</b>					
<b>Word Recognition</b> Students will...					
explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context	<b>R.WS.07.01</b>				
use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.	<b>R.WS.07.02</b>				
automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.	<b>R.WS.07.03</b>				
know the meanings of words encountered frequently in grade-level reading and oral language contexts.	<b>R.WS.07.04</b>				
acquire and apply strategies to identify unknown words and construct meaning.	<b>R.WS.07.05</b>				
<b>Fluency</b> Students will...					
fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.	<b>R.WS.07.06</b>				

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<b>Vocabulary</b> Students will...					
in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.	<b>R.WS.07.07</b>				
<b>Narrative Text</b> Students will...					
identify how the tensions among characters, communities, themes, and issues are related to their own experiences in classic, multicultural, and contemporary literature recognized for quality and literary merit.	<b>R.NT.07.01</b>				
analyze the structure, elements, style, and purpose of narrative genre including mystery, poetry, memoir, drama, myths, and legends.	<b>R.NT.07.02</b>				
analyze the role of antagonists, protagonists, internal and external conflicts, and abstract themes.	<b>R.NT.07.03</b>				
analyze author's craft including the use of theme, antagonists, protagonists, overstatement, understatement, and exaggeration.	<b>R.NT.07.04</b>				

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<b>Informational Text</b> Students will...					
analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.	<b>R.IT.07.01</b>				
analyze organizational patterns including chronological sequence, compare/contrast, and cause/effect.	<b>R.IT.07.02</b>				
explain how authors use text features including graphics, author's pages, prefaces, and marginal notes, to enhance the understanding of central, key, and supporting ideas.	<b>R.IT.07.03</b>				
<b>Comprehension</b> Students will...					
connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.	<b>R.CM.07.01</b>				
retell through concise summarization grade-level narrative and informational text.	<b>R.CM.07.02</b>				
analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.	<b>R.CM.07.03</b>				
apply significant knowledge from grade-level science, social studies, and mathematics texts.	<b>R.CM.07.04</b>				

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<b>Metacognition Students will...</b>					

self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.	<b>R.MT.07.01</b>				
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plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.	<b>R.MT.07.02</b>				
<b>Critical Standards Students will...</b>					
analyze the appropriateness of shared, individual and expert standards based on purpose, context, and audience in order to assess their own writing and the writing of others.	<b>R.CS.07.01</b>				
<b>Reading Attitude Students will...</b>					
be enthusiastic about reading and do substantial reading and writing on their own.	<b>R.AT.07.01</b>				
<b>WRITING</b>					
<b>Writing Genre Students will...</b>					

<p>write a cohesive narrative piece such as a memoir, drama, legend, mystery, poetry, or myth that includes appropriate conventions to the genre employing literary and plot devices (e.g., internal and/or external conflicts, antagonists/protagonists, personification).</p>	<p><b>W.GN.07.01</b></p>				
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<p>write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.</p>	<p><b>W.GN.07.02</b></p>				
<p>formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.</p>	<p><b>W.GN.07.03</b></p>				
<p><b>Writing Process Students will...</b></p>					
<p>set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p><b>W.PR.07.01</b></p>				

apply a variety of pre-writing strategies for both narrative (e.g., graphically depict roles of antagonist/protagonist, internal/external conflict) and informational writing (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast).	<b>W.PR.07.02</b>				
revise drafts to reflect different perspectives for multiple purposes and to ensure that content, structure, elements of style and voice, literary devices, and text features are consistent.	<b>W.PR.07.03</b>				
draft focused ideas using titles, leads, and endings in a variety of text structures to achieve a specific purpose for intended audiences when writing compositions.	<b>W.PR.07.04</b>				
proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups	<b>W.PR.07.05</b>				
<b>Personal Style Students will...</b>					
exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing(e.g., emotional appeal, strong opinion, credible support).	<b>W.PS.07.01</b>				

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<b>Grammar and Usage</b> Students will...					
in the context of writing, correctly use style conventions (e.g., Modern Language Association Handbook) and a variety of grammatical structures including participial phrases; adverbial subordinate clauses; superlative adjectives and adverbs; present, past, future, continuous verb tenses; parentheses; singular and plural possessive forms; and indefinite pronoun referents.	W.GR.07.01				
<b>Spelling</b> Students will...					
in the context of writing, correctly spell the derivatives of bases and affixes.	W.SP.07.01				
<b>Handwriting</b> Students will...					
write neat and legible compositions	W.HW.07.01				
<b>Writing Attitude</b> Students will...					
be enthusiastic about writing and learning to write.	W.AT.07.01				
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<b>SPEAKING</b>					
<b>Conventions Students will...</b>					
adjust their use of language to communicate effectively with a variety of audiences and for different purposes by asking and responding to questions and remarks to engage the audience when presenting.	<b>S.CN.07.01</b>				

<p>speaking effectively using slang, dialect, and colloquial language suitably to create interest and drama in narrative and informational presentations.</p>	<p><b>S.CN.07.02</b></p>				
<p>present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p><b>S.CN.07.03</b></p>				
<p><b>Discourse</b> <b>Students will...</b></p>					
<p>engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p><b>S.DS.07.01</b></p>				
<p>respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.</p>	<p><b>S.DS.07.02</b></p>				
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<p>discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).</p>	<p><b>S.DS.07.03</b></p>				

plan and deliver a focused, coherent informational presentation using an informational organizational pattern (e.g., theory/evidence, persuasion, sequence) that incorporates persuasive, non-verbal techniques, and provides explanations and descriptions supportive of the presentation's focus and the backgrounds and interests of the audience.	S.DS.07.04				
<b>LISTENING &amp; VIEWING</b>					
<b>Conventions</b> <b>Students will...</b>					
respond to, evaluate, and analyze the speaker's effectiveness and content when listening to or viewing a variety of speeches and presentations.	L.CN.07.01				
listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.					
<b>Response</b> <b>Students will...</b>					
listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.	L.RP.07.01				
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select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	L.RP.07.02				



