

7th Grade Language Arts Common Assessment MAP

In order to maintain consistency throughout the district, please give the common assessments in the order they appear on this document.

FIRST SEMESTER- DLA

Common Assessment Title and Standards Assessed	Required Prompt <i>(Prompts may be adjusted by the teacher but not completely changed to accommodate special populations. Special populations are identified as SPED, 504 Plans, ELs or Honors students. See Quick Guide for more information.)</i>	Suggested Mini-lessons / Formative Practice	Suggested Resources
<p>DLA (Diagnostic Literacy Assessment)</p> <p>Theme/Genre Comparison</p> <ul style="list-style-type: none"> ✓ RI.7.1 ✓ W.7.1 ✓ L.7.3 	<p>After reading __ (text titles) _____ about __ (topic) __, write an argumentative essay which states a claim and provides cited evidence to support the claim. Include an introduction, body paragraphs, and a conclusion</p> <p>Teacher Tip: -Administer DLA August 14th, 2019-September 3rd, 2019) Enter DLA scores in Infinite Campus by September 10th, 2019 -Suggested length for this assessment is up to 4 days. This may vary for special populations.</p>	<p>Mini lessons and formative practice are not part of the DLA.</p>	<p>You choose the text(s)/topic for this assessment.</p> <p>You may utilize NewsELA and StudySync Blasts/articles for texts or other text that you provide</p>

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FIRST SEMESTER- Assessment 1 (1st nine weeks)

Common Assessment Title and Standards Assessed	Required Prompt <i>(Prompts may be adjusted by the teacher but not completely changed to accommodate special populations. Special populations are identified as SPED, 504 Plans, ELs or Honors students. See Quick Guide for more information.)</i>	Suggested Mini-lessons / Formative Practice	Suggested Resources
<p>Assessment #1 Objective Summary</p> <ul style="list-style-type: none"> ✓ RI.7.2 ✓ W.7.2B ✓ SL.7.1b 	<p>After reading a nonfiction text, determine two or more central ideas and analyze their development over the course of the text. Then write a summary of the text by incorporating the central ideas. Use textual evidence as support, and explain the reasons why this evidence is important.</p>	<p>Assessment #1</p> <p>Paragraph structure Text Structures Sentence types - (Declarative, Interrogative, Imperative, Exclamatory.) Capitalize and Format Titles Paraphrase Objective/ Fact vs Opinion/ Bias</p>	<p>Study Sync 7th grade nonfiction choices:</p> <p>About Cesar (unit 3) Mother Jones (unit 3) Apollo 13: Mission Highlights (unit 1) New Directions (unit 1) The Words We Live By (unit 2) Reality TV and Society (unit 2) Mother Jones: Fierce Fighter for Workers' Rights (unit 3) 1976 Democratic National Convention Keynote Address (unit 3) The Teacher Who Changed My Life (unit 4) California Invasive Plant Inventory (unit 4) The Dangers of Social Media (unit 4) Blasts of your choice</p> <p><u>Study Sync Skill Lessons (7th grade)</u></p> <p>Central or Main Idea - Barrio Boy Central or Main Idea - Eulogy for Mahatma Gandhi Central or Main Idea - Invasive Plant Inventory Spotlight: Central or Main Idea Informational Text Structure - Invasive Plant Inventory Thesis Statement Author's Purpose and Author's Point of View - Reality TV and Society</p> <p><u>Newsela</u> current relevant articles</p> <p>noredink.com</p> <p><u>Writing Pathways</u></p> <p><u>Step up to Writing</u> summary paragraph instructions</p>

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FIRST SEMESTER- Assessment 2 (1st nine weeks)

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<p>Assessment #2 Theme Analysis</p> <ul style="list-style-type: none"> ✓ RL.7.2 ✓ W.7.2 ✓ SL.7.1a 	<p>After reading _____, analyze the development of the theme. Include evidence from the setting, plot, characters, etc. where applicable. Be sure to cite both explicit and implicit text evidence.</p>	<ul style="list-style-type: none"> -Plot line / Story mountain and its parts -Universal Conflicts -Setting -Point of view -Character traits -Theme -author's motivation -Character development 	<p>Study Sync 7th grade fiction choices Rikki Tikki Tavi The Miracle Worker Amigo Brothers Thank You, M'am My Ántonia Mother Jones: Fierce Fighter... Freak the Mighty Oranges (poem) The Ransom of Red Chief Aesop's Fables</p> <p>StudySync Skill Lessons Character - My Ántonia Theme - "Rikki-Tikki-Tavi" Dramatic Elements - The Miracle Worker Story Elements - The Ransom of Red Chief</p> <p>StudySync Speaking & Listening Handbook</p> <p>AVID materials and graphic organizers - Story Mountain Narrative vocabulary flips</p> <p>Writing Pathways</p>

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FIRST SEMESTER- Assessment 3 (2nd nine weeks)

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<p>Assessment #3 Changing Perspectives ✓ RL.7.6 ✓ W.7.3 ✓ L.7.3</p>	<p>After reading _____, rewrite a section of the narrative from the point of view of ____ (one of the named characters) _____ . Use narrative techniques to portray the new character’s thoughts, feelings, actions, and spoken words.</p>	<ul style="list-style-type: none"> -Perspective -Point of View -Dialogue -Sensory details -“Thoughtshots” -Flashback 	<p>Study Sync Stories (unit 2) The Lottery Hunger Games Gladiator The Giver The Wise Old Woman Nothing to Envy Feed I, Too, Sing America (poem)</p> <p>Mildred Taylor novelettes - The Well, The Bridge, Song of the Trees</p> <p>Any other short story with characters with clearly different or controversial perspectives</p> <p>Study Sync Skill Lessons (7th grade) Point of View - The Giver Narrative Techniques and Sequencing Descriptive Details Extended Writing Project (unit 2)</p> <p>Writing Pathways</p> <p>Graphic organizers - Character web or wheel</p> <p>Write Source 2000 or digital templates for letter format.</p>

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FIRST SEMESTER- Assessment 4 (2nd nine weeks)

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<p>Assessment #4 Comparative Analysis</p> <ul style="list-style-type: none"> ✓ RL.7.7 ✓ W.7.2 ✓ L.7.6 	<p>After reading _____ and closely interacting with the same story in another media, write an essay in which you compare and contrast the two versions of the text. Support your discussion with evidence from both texts. Explain how the producer uses media techniques (examples: graphics, images, sound, lighting, color, camera focus and angles, music) to bring the story to life compared to the descriptive details of the author.</p>	<ul style="list-style-type: none"> -Compare/ Contrast -Description -Media Features -Analysis -Explicit and Implicit Evidence -Author's Intent -Elaboration -Adverbs, Phrases, and Clauses -Theme types 	<p>Study Sync stories Hunger Games (unit 2) The Hobbit (unit 1) A Wrinkle in Time (6th grade text) The Jungle Book (novel study- unit 1) Rikki Tikki Tavi (unit 1)</p> <p>“The Pedestrian”- short story vs. film</p> <p>Any story that has been made into video format.</p> <p>Writing Pathways</p> <p>Study Sync Grammar Handbooks</p>

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SECOND SEMESTER- Assessment 5 (1st nine weeks)

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<p>Assessment #5 Deconstruct an Argument</p> <ul style="list-style-type: none"> ✓ RI.7.1 ✓ W.7.2.B ✓ L.7.1 	<p>After reading _____, analyze the author’s claim and evaluate the reasoning and evidence. Support the analysis with evidence from the text.</p>	<ul style="list-style-type: none"> -Claim -Credibility -Logic -Reasoning -Evidence -Author’s purpose -Bias -Analysis -Relevance -Active Listening 	<p>Study Sync Text Reality TV and Society The Dangers of Social Media</p> <p>StudySync Skill Lessons Arguments and Claims - Reality TV and Society Arguments and Claims - The Dangers of Social Media Spotlight: Arguments and Claims Thesis Statement</p> <p>Newsela Arguments and Claims section</p> <p>Opposing Viewpoints</p> <p>Ted Talks AP “SMELL” strategy</p> <p>Graphic Organizers</p>

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SECOND SEMESTER- Assessment 6 (1st nine weeks)

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<p>Assessment #6 Generating a Claim</p> <ul style="list-style-type: none"> ✓ RI.7.9 ✓ W.7.1.A ✓ SL.7.4 	<p>After researching informational text, write an introduction which sets the context, shows the importance of the main idea, and states a claim..</p>	<ul style="list-style-type: none"> -Research -Internet search -Reliable sources -Use sentence starters -Use attention getting devices -Write introductions 	<p>Gale database</p> <p>Procon.org</p> <p>Newsela articles on reliable sources and fake news</p> <p><i>They Say, I Say</i></p> <p><i>Writing Pathways</i></p> <p><u>Study Sync Skills (7th grade)</u></p> <ul style="list-style-type: none"> -Arguments and Claims - Reality TV and Society -Arguments and Claims - The Dangers of Social Media -Spotlight: Arguments and -Claims -Thesis Statement

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SECOND SEMESTER- Assessment 7 (2nd nine weeks)

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<p>Assessment #7 Incontestable Argument Research & Essay</p> <ul style="list-style-type: none"> ✓ RI.7.1 ✓ W.7.1/8 ✓ L.7.3 	<p>After reading __ (text names) _____ about _ (topic) ____, write an argumentative essay which states a claim and provides cited evidence to support this claim. (Be sure to include the Assessment #6 introduction.) Support this claim with body paragraphs that include reasons and evidence, an organized structure, acknowledgement/rebuttal of counterclaim(s), transitions, and a conclusion. Include a works cited page using MLA format..</p> <p>Teacher Tip: Use the introduction from assessment #6 as the intro for this essay</p>	<ul style="list-style-type: none"> -Leads -Point of view -Validity -Statistics -Direct quotations -Paraphrase -Summary -Cite -Connect -Counterclaim -Rebuttal/Refutation 	<p>Study Sync Skill lessons (grade 7) Research and Note-Taking</p> <p>StudySync Texts Blasts on topics of your choice</p> <p>Study Sync Resources Grade 7 ELA Assessments</p> <p>Procon.org NewsELA Gale Resources</p> <p>AVID materials</p>

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SECOND SEMESTER- Assessment 8 (2nd nine weeks)

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<p>Assessment #8 Symposium</p> <ul style="list-style-type: none"> ✓ SL.7.4 ✓ SL.7.5 	<p>After writing your incontestable argument, collaborate with a group or work independently to create a poster (or slide show) about your issue. Create a 3 minute presentation with a multimedia component. Perform your presentation at a class conference.</p>	<p>Multimedia Conversation starters Target audience Telling a story Debate/ Socratic seminar</p>	<p>Sample Symposium</p> <p>Study Sync Resource Speaking & Listening Handbook</p> <p>StudySync Skill Lessons (grade 7) Collaborative Conversations</p> <p>Symposium Lesson plan ideas & info http://www.bookrags.com/lessonplan/symposium/#gsc.tab=0</p> <p>https://www.slideshare.net/maheswarijaikumar/symposium-method-of-teaching-92749752</p> <p>https://conferencemonkey.org/insight/whats-the-difference-between-a-conference-a-seminar-a-workshop-and-a-symposium-1075915#symposium</p> <p>https://medium.com/@ajjuliani/the-three-step-system-for-getting-students-to-do-the-talking-f1802cac8648</p>