

7th Grade Language Arts Frameworks 2015-2020-----updated 6/25/19

7th Grade - Unit 1 (Assessments 1 & 2) Semester 1 (1st 9 weeks)

Theme: How do choices shape who we are?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose, and audience.	Produce clear and consistent writing appropriate to task, purpose and audience	Present and respond to information appropriate to task, purpose and audience	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2- Main idea/ Theme 3-Analyze characters/events 5-Analyze structure 10 – Range of reading	10 –Range of writing 2- informative	1-Prepare and participate	5-Figurative language, word relationships, and nuances
Topical Essential Questions	-How do readers respond to text? -How do authors communicate the main idea of a text? -How do authors use supporting evidence?	-How do writers use literary and story elements in their writing? -What makes writing clear, coherent and objective? -How can writers use main ideas and pieces of supporting evidence to summarize nonfiction text?	How does purpose impact writing?	How can readers be clear about the meaning of words in a text?
Enduring Understandings	-Readers write about and react to text by citing important details and analyzing syntax, structure, characters, events, and themes. -Readers use a variety of strategies to make sense of key ideas and details presented in text. - Readers find the theme by observing how the story elements work together to lead the reader to the author’s message.	-Writers use multiple literary and story elements that often interact with and affect each other to develop their theme. -Writers use evidence to support and develop their ideas	Writers determine audience, topic, and text structure before identifying and gathering relevant information to share	Authors communicate clearly using writing conventions.
Assessments	Formatives		Summatives	
	Paragraph structure Text Structures Sentence types - (Declarative, Interrogative, Imperative, Exclamatory.) Capitalize and Format Titles Paraphrase Objective/ Fact vs Opinion/ Bias Plot line / Story mountain and its parts Universal Conflicts Setting, Character traits, Character development Point of view Theme Understand the author’s motivation for writing.		<ol style="list-style-type: none"> 1. Objective Summary <ol style="list-style-type: none"> a. Identify Main Idea b. Develop the topic c. Discuss 2. Theme Analysis <ol style="list-style-type: none"> a. Determine the theme b. Organize ideas c. Discuss 	

Learning Targets	<p>I can define central idea(nonfiction) and theme (fiction) [Knowledge]</p> <p>I can analyze plot (the events that happen) to determine a theme (the author's overall message). [Reasoning]</p> <p>I can determine key events over the course of the text that contribute to the theme. [Reasoning]</p> <p>I can determine how an author's use of details conveys (makes known) two or more central ideas in a text. [Reasoning]</p> <p>I can analyze how central ideas are developed over the course of a text. [Reasoning]</p> <p>I can define summary (a shortened version of the text that states its key points). [Knowledge]</p> <p>I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. [Product]</p> <p>I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience.</p> <p>I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s).</p> <p>I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and provide a concluding statement section that supports the information presented.</p> <p>I can review and/or research the material(s) to be discussed and determine key points and/or central ideas. [Reasoning]</p> <p>I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. [Product]</p> <p>I can define the roles and rules necessary for collaborative discussion. [Knowledge]</p> <p>I can come prepared with key points and textual evidence to contribute to a discussion. [Skill]</p> <p>I can track the progress of a discussion and recognize when the discussion is getting off topic. [Skill]</p> <p>I can make relevant observations and use my ideas and comments to bring the discussion back on topic. [Skill]</p> <p>I can review the key ideas presented by others in a discussion and integrate them with my own when warranted (appropriate). [Skill]</p>
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Vocabulary Suggestions	Tier 2	Tier 3											
	Paraphrase Objective Subjective Opinion Bias	<table border="0" style="width: 100%;"> <tr> <td>Paragraph structure</td> <td>Conflict</td> </tr> <tr> <td>Text Structures</td> <td>Setting</td> </tr> <tr> <td>Declarative</td> <td>Point of View</td> </tr> <tr> <td>Interrogative</td> <td>Character trait</td> </tr> <tr> <td>Imperative</td> <td>Theme</td> </tr> <tr> <td>Exclamatory</td> <td>Summary</td> </tr> </table>	Paragraph structure	Conflict	Text Structures	Setting	Declarative	Point of View	Interrogative	Character trait	Imperative	Theme	Exclamatory
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Recommended Text	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><u>Study Sync 7th grade nonfiction choices:</u></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</p> </td> <td style="width: 50%; vertical-align: top;"> <p><u>Study Sync 7th grade fiction choices</u></p> <p>The Outsiders (unit 4) Ricki Tikki Tavi The Miracle Worker Amigo Brothers Thank You, M'am My Antonia Freak the Mighty Oranges (poem)</p> <p>Thesis Statement Author's Purpose and Author's Point of View - Reality TV and Society Character - My Antonia Theme - "Ricki-Tikki-Tavi" Story Elements - The Ransom of Red Chief</p> </td> </tr> </table>	<p><u>Study Sync 7th grade nonfiction choices:</u></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</p>	<p><u>Study Sync 7th grade fiction choices</u></p> <p>The Outsiders (unit 4) Ricki Tikki Tavi The Miracle Worker Amigo Brothers Thank You, M'am My Antonia Freak the Mighty Oranges (poem)</p> <p>Thesis Statement Author's Purpose and Author's Point of View - Reality TV and Society Character - My Antonia Theme - "Ricki-Tikki-Tavi" Story Elements - The Ransom of Red Chief</p>
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ESL resource ESCALATE:

Unit 4: Risk and Exploration

The Language of Exploration, 150–151; StarGazerGuy, 152–154; from Dangerous, 156–161; The Ascent, 170–171; Ernest Shackleton, 184–193

Unit 5: The Stuff of Consumer Culture

The Language of Consumerism, 200–201; What’s In?, 205; “Clubbing” from Homeroom Diaries, 206–209; The Bad Haircut, 210–211; Want vs. Need, 218–225

Unit 6: Guided by a Cause

The Language of Commitment to a Cause, 248–249; Claudette Colvin, 254–259; from La Causa, 262–263; Chapter 1: Cheated!, 264–271; Chapter

2: You Work and You Have Nothing, 272–277; Chapter 3: Viva La Causa, 278–285

Figurative language: SE: Metaphor, 17, 110, 131, 273; Figurative Language, 103

TE: Metaphor, 5, 105, 294f, 301, 320, 322, 323, 332, 387, 388, 471, 822

Response to Literature: SE: Performance Task: Response to Literature, 144–147; Argument Response, 224; Share and interact with other blogs, 252–253; also see: Write On!: Response to Myth (lesson about life), 19

TE: Response to Literature, 422, 423, 426, 427, 430, 431, 434, 435, 438; also see: Performance Task: Argument Response, 661; Share and interact with other blogs, 745–746

Grade level reading/writing: SE: Self Evaluation, 47, 99, 147, 197, 245, 299; Collaborative Discussion, 8, 13, 19, 21, 26, 36, 42, 54, 62, 67, 69, 74, 85, 94, 106, 112, 115, 121, 126, 133, 142, 154, 160, 168, 171, 176, 182, 192, 204, 209, 211, 224, 230, 252, 259, 261, 271, 277, 285, 294

TE: Self Evaluation, 135, 285, 431, 575, 721, 871; Collaborative Discussion (examples), 14, 21, 66, 100, 121, 156, 163, 200, 246, 306, 313, 338, 354, 370, 414, 459, 474, 492, 603, 622

Language/Vocab: SE: Vocabulary Strategy: Practice and Apply, 43, 75, 121; Reference Aids, 67; Reading Toolbox: Domain-Specific Words: Technical Language, 122

TE: Critical Vocabulary, 22, 33, 70, 72, 83, 90, 110, 157, 178, 189, 202, 205, 229, 252, 307, 328, 352, 360, 328, 360, 384, 403, 453, 472, 498, 505, 528, 597, 615, 623, 639, 649, 672, 691, 743, 763, 791, 798, 816, 843

Main Ideas/Details: SE: Reading Toolbox: Determine Main Idea and Details, 70, 74; Reading Toolbox: Recognizing Source Information, 176

TE: Summarize, 219, 371, 391, 440m, 500, 512, 513, 730i1; Determine Central Idea, 31, 32, 144k, 173, 208, 209, 212, 651; Determine Main Idea, 222, 345, 364, 487, 505, 516, 671

Objective Summary: SE: Analyzing the Text: Summarize, 27, 113, 241; also see: Reading Toolbox: Recognizing Source Information (summarize, paraphrase, direct quotation), 176

TE: Summarize, 208, 219, 226, 227, 271, 331, 371, 391, 440m, 464, 500, 512, 513, 545, 642, 706, 730i, 820, 851

7th Grade Language Arts Frameworks 2015-2020-----updated 6/27/19

7th Grade - Unit 2 (Assessments 3 & 4) Semester 1 (2nd 9 weeks)

Theme: How do personal histories influence our choices?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose, and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose, and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	2 – determine central ideas and themes 3-Analyze characters/events 6-Analyze point of view 7-Analyze two different mediums	3-Narrative 2- Informative (analysis)	1-Prepare and participate	3- Language & its conventions 5 – Figurative language, word relationships, and nuances 6- general academic and domain specific words and phrases
Topical Essential Questions	-How do readers recognize writers’ bias and interpretation? -How do readers identify with and interpret written characters? -What techniques do authors use to make their characters seem real and give them voices?	-How do writers develop an effective narrative? - How do filmmakers or other artists choose which passages of text to use on the screen or in other media?	-What are the different ways people communicate their thoughts and opinions?	How does creative choice impact an audience?
Enduring Understanding s	Readers understand that writers’ points of view are developed through experiences and opinions that influence their presentations.	-Writers develop narratives by using a variety of techniques to create a story line with well-structured event Sequences. -Writers use evidence to support a thesis	People prepare and use evidence to strengthen their thoughts and opinions	Writers make creative choices in the words and events to impact their audience.
Assessments	Formative		Summative	
	Perspective Point of View Dialogue Sensory details Flashback Gather evidence of a character’s thoughts and feelings. Compare/ Contrast Description Media Features Analysis Explicit and Implicit Evidence Author's Intent Elaboration		<ol style="list-style-type: none"> 1. Changing Perspectives <ol style="list-style-type: none"> a. Develop & contrast points of view of characters b. Write narrative c. Language & conventions 2. Comparative Analysis <ol style="list-style-type: none"> a. Compare/Contrast b. Informative c. Word Choice 	

Learning Targets	<p>I can classify point of view [Knowledge]</p> <p>I can analyze how an author develops the points of view of characters and narrators by revealing the thoughts, feelings, actions, and spoken words.</p> <p>I can explain the mental images that occur while reading (what I see and hear).</p> <p>I can compare/contrast (analyze the similarities) mental images I created while reading and the images presented in a media or staged version of the same text.</p> <p>I can identify various techniques used in media or staged versions of a text.</p> <p>I can analyze how various techniques used in media or staged versions of the text can add to or change the experience of the audience.</p> <p>I can explain why authors choose different points of view in a text (first person gives the reader insight into his/her own thoughts, second person draws the reader into the story by taking directly to them, and third person omniscient allows the reader to know all the thoughts of all characters).</p> <p>I can contrast the points of view of different characters of narrators in a text. [Reasoning]</p> <p>I can engage the reader by introducing the narrator (first, second or third person point of view), characters, setting (set the scene), and the event that starts the story in motion. (Skill)</p> <p>I can use narrative techniques (dialogue, pacing, and description) to develop a storyline where one event logically leads to another. (Skill)</p> <p>I can use descriptive words and phrases that appeal to the senses, capture the action, and help my reader understand the experiences and events (create mind pictures). (Skill)</p> <p>I can signal changes in time and place by using transition words, phrases, and clauses. (Skill)</p> <p>I can write a logical conclusion that reflects on the experiences/events and provides a sense of closure (ties up all loose ends and leaves the reader satisfied).</p> <p>I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience.</p> <p>I can define common organizational/formatting structures and determine a structure(s) that will allow me to organize my information best.</p> <p>I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s).</p> <p>I can choose words, phrases, and clauses that express my ideas precisely and concisely. (Skill)</p> <p>I can recognize and eliminate areas of wordiness and/or redundancy to make language clear and concise for the reader/listener. (Skill)</p>																									
Vocabulary Suggestions	<p style="text-align: center;">Tier 2</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Compose</td> <td style="width: 50%;">Analyze</td> </tr> <tr> <td>Construct</td> <td>Demonstrate</td> </tr> <tr> <td>Determine</td> <td>Support</td> </tr> <tr> <td>Reflect</td> <td>Strengthen</td> </tr> <tr> <td>Visualize</td> <td>Interpret</td> </tr> <tr> <td>Infer</td> <td>Convey</td> </tr> </table>	Compose	Analyze	Construct	Demonstrate	Determine	Support	Reflect	Strengthen	Visualize	Interpret	Infer	Convey	<p style="text-align: center;">Tier 3</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Interpretation</td> <td style="width: 50%;">Storyline / plot line</td> </tr> <tr> <td>Figurative Language</td> <td>Sequence</td> </tr> <tr> <td>Story Elements</td> <td>Narrative</td> </tr> <tr> <td>Compare / Contrast</td> <td></td> </tr> <tr> <td>Edit</td> <td></td> </tr> <tr> <td>Revise</td> <td></td> </tr> </table>	Interpretation	Storyline / plot line	Figurative Language	Sequence	Story Elements	Narrative	Compare / Contrast		Edit		Revise	
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ESL resource ESCALATE:

Unit 1: Bold Actions

The Language of Boldness, 4–5; GoGirl, 6–8; Conner Stroud, 9; from The Crossover, 28–33; Performance Task: Short Story, 44–47

Unit 6: Guided by a Cause

The Language of Commitment to a Cause, 248–249; Claudette Colvin, 254–259; from La Causa, 262–263; Chapter 1: Cheated!, 264–271; Chapter 2: You Work and You Have Nothing, 272–277; Chapter 3: Viva La Causa, 278–285

Writing Narratives: SE: Performance Task: Short story, 44–47; Write a narrative poem (story elements, form), 33

TE: Performance Task: Short story, 126, 127, 130, 131, 134, 135, 138, 139; Write a narrative poem (story elements, form), 104

Analyze Story Elements: SE: Analyzing the Text: Elements of a story (exposition, rising action, climax, falling action, resolution), 95; Reading Toolbox: Style Elements: Mood, Tone, and Point of View, 128; Determining the Theme (title, words and actions, setting, descriptive words and phrases), 133

TE: Characters, 43, 49, 58, 70, 77, 79, 88, 107, 112, 113, 114, 115, 116, 117, 121, 144o, 155, 186, 187, 231, 246, 247, 250, 258, 259, 260, 262, 271, 294o, 363, 364, 397, 400, 402, 406, 407, 409, 411, 417, 440g, 440o, 544, 553, 584o, 617, 688, 698, 730o, 762, 789, 802, 803, 822, 840, 848, 849; Plot, 58, 118, 186, 263, 271, 402, 405, 409, 468, 523, 688, 689, 690, 693, 694, 695, 696, 697, 698, 699; Point of View, 127, 212, 265, 382, 396, 548g, 617; Setting, 104, 115, 250; Theme, 58, 89, 186, 265, 330, 331, 381, 397, 422, 423, 465, 566, 790; Conflict, 104, 255, 261, 469

Reading Strategies: SE: Reading Toolbox: Determining the Theme (infer), 112; Monitoring Meaning (reread, ask yourself questions, visualize), 156; Upload (narrative), 19, 32–33, 42–43, 67, 85, 94–95, 113, 133, 142–143, 160–161, 192–193, 209, 240–241, 271, 277, 285, 295

TE: Inference (fiction), 264, 331, 397, 410, 468, 470, 560, 706, 847, 848, 850; Explore the Topic (narrative, examples), 12–14, 17–18, 21, 43–49, 54–55, 58–59, 88–89, 92–95, 100, 103–104, 107–109, 112–118, 121, 154–156, 159–160, 163, 184–188, 191, 196–197, 200–201, 225–228, 231–238, 241, 246–247, 250–251, 254–255, 258–266, 269–271, 450–452, 455–456, 459, 464–465, 468–471, 474, 496–497, 500, 544, 545–546, 549–555, 560

Close Reading: SE: Download (informative), 6, 10, 20, 22, 52, 56, 70, 104, 116, 122, 152, 172, 178, 202, 212, 218, 226, 250; Download (narrative), 14, 28, 34, 64, 68–69, 76, 86, 108, 114, 128, 134, 156, 170, 184, 206, 210, 232, 260, 262, 272, 278, 286;

TE: Explore the Topic (informative, examples), 26–27, 30–32, 35–36, 39–40, 62–63, 66–67, 70–71, 76–80, 82, 168–169, 172–177, 180–181, 204, 207–209, 212–213, 218–219, 222–223, 477–483, 486–487, 492–493, 503–504, 505, 506–507, 512–513, 516–517, 522–523, 526–527, 530–533, 538–539, 542–543; Explore the Topic (narrative, examples), 12–14, 17–18, 21, 43–49, 54–55, 58–59, 88–89, 92–95, 100, 103–104, 107–109, 112–118, 121, 154–156, 159–160, 163, 184–188, 191, 196–197, 200–201, 225–228, 231–238, 241, 246–247, 250–251, 254–255, 258–266, 269–271, 450–452, 455–456, 459, 464–465, 468–471, 474, 496–497, 500, 544, 545–546, 549–555, 560

Text Evidence: SE: Written Argument: Find reasons, 243; Reasons and evidence, 244; also see: Performance Task: Argument Response, 224; Write a letter in support of a cause, 249

TE: Written Argument: Find reasons, 713; Reasons and evidence, 716; also see: Performance Task: Argument Response, 661; Write a letter in support of a cause, 737

Point of View: SE: Point of View (as an element of narrative poetry), 33; Decide the Basics point of view in a story), 45; Reading Toolbox: Style Elements: Mood, Tone, and Point of View, 128

TE: Point of View, 127, 212, 265, 382, 396, 548g, 617

Figurative Language: SE: Metaphor, 17, 110, 131, 273; Figurative Language, 103

TE: Metaphor, 5, 105, 294f, 301, 320, 322, 323, 332, 387, 388, 471, 822; Build Vocabulary (narrative, examples), 15, 19, 22, 50, 56, 60, 90, 96, 101, 105, 110, 119, 122, 157, 161, 164, 189, 192, 198, 202, 229, 239, 242, 248, 252, 256, 267, 272, 453, 457, 460, 466, 472, 475, 498, 501, 545, 547, 556, 561

Revision/Editing: SE: Self Evaluation, 47, 99, 147, 197, 245, 299

TE: Self Evaluation, 135, 285, 431, 575, 721, 871

Graphic Organizer: SE: Cause-and-effect (with graphic organizer), 143; Setting a Purpose, 260

TE: Activity Book (use of graphic organizer lessons), 66, 309, 417, 439a, 642, 661; Setting a Purpose, 768

Compare/Contrast: SE: Speak Out!: Plan how you would stage this play (use technical language), 85; Read your haiku to the class (expressive reading), 113; also see: Podcast: Lessons from the Perry Como Sundae Bar, 68–69; The Bad Haircut, 210–211

TE: Speak Out!: Plan how you would stage this play (use technical language), 246; Read your haiku to the class (expressive reading), 331; also see: Podcast: Lessons from the Perry Como Sundae Bar, 196–197, 200, 202, 293e; The Bad Haircut, 621–622, 623, 625, 729d

7th Grade Language Arts Frameworks 2015-2020-----updated 6/27/19

7th Grade - Unit 3 (Assessments 5 & 6) Semester 2 (1st 9 weeks)

Theme: What forces influence our choices?

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Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	8-Delineate/evaluate argument and claims 9-Analyze source material 1- Cite evidence	1b-Argument (claim) 7-Short/sustained research 8-Gather sources 9-Draw evidence to support 2- informational	4-Presentation of information	1 – Conventions 6 – academic vocabulary
Topical Essential Questions	-How do writers identify and choose reliable and relevant evidence? -How do authors use rhetorical devices to strengthen their arguments?	-How do writers appropriately credit their sources? -How do authors state a clear and relevant claim? -How do authors engage their audience in an argumentative issue? -How do authors preview the rest of their writing?	What makes a presentation influential?	What considerations do writers need to make when presenting information formally?
Enduring Understandings	-Authors focus their arguments around a central question, analyzing and evaluating multiple sources using evidence, citations, and appeals.	-Writers identify other writers' words and ideas using citations within text, and cite sources. -Writers clearly and concisely state a claim	Speakers utilize multimedia and other resources to present information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation.	Writers use precision of language, facts, details and examples to influence their audience.
Assessments	Formative		Summative	
	Identify Author's Viewpoint and Provide Evidence Identify Claim and Counterclaim in Text Develop Claim and Counterclaim from Textual Evidence Determine credibility of the text Explain using reasoning		1. Deconstruct an argument <ol style="list-style-type: none"> a. Cite evidence b. Develop topic c. conventions 2. Generate a claim <ol style="list-style-type: none"> a. Analyze how authors shape arguments b. Introduce a claim c. Present claims and findings 	
Learning Targets	I can define textual evidence (“word for word” support). [Knowledge] I can define inference and explain how a reader uses textual evidence to reach a logical conclusion. [Reasoning] I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. [Skill] I can analyze an author’s words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. I can recognize that authors present information differently based on their point of view. [Knowledge] I can analyze how authors interpret and emphasize different evidence when writing about the same topic. [Reasoning]			

I can describe how one author’s interpretation of a topic can be different from another author’s depending on the facts he/she chooses to emphasize. [Reasoning]
 I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share with my audience.
 I can analyze the information, identify vocabulary specific to my topic, and organize information gathered using my chosen structure(s).
 I can present my information in a formal style that includes an introduction that previews what is to follow, supporting details, transitions (to clarify and create cohesion when I move from one idea to another), and provide a concluding statement section that supports the information presented.
 I can use search terms effectively to gather information needed to support my research. [Skill]
 I can choose a side of the argument and identify reasons that support my choice. [Reasoning]
 I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source. [Reasoning]
 I can use phrases and clauses to enhance my writing and/or speaking. [Skill]
 I can choose different sentence structures to signal differing relationships among ideas. [Skill]
 I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence). [Knowledge]
 I can identify misspelled words and use resources to assist me in spelling correctly. [Knowledge]
 I can determine salient (important/key) points and emphasize them when presenting my claims and/or findings. [Skill]
 I can support my claims and/or findings with pertinent descriptions, facts, details, and examples that support the main idea or theme. [Skill]
 I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. [Product]

Vocabulary Suggestions	Tier 2	Tier 3
	Evaluate Analyze Inference Reasoning	Sequence Excerpt Source Validity

Recommended Text

StudySync Texts
 Reality TV and Society
 The Dangers of Social Media

StudySync Skill Lessons (Grade 7)
 Arguments and Claims - Reality TV and Society
 Arguments and Claims - The Dangers of Social Media
 Spotlight: Arguments and Claims
 Thesis Statement

NewsELA- search for any argument piece

ESL resource ESCALATE:
Unit 4: Risk and Exploration
 The Language of Exploration, 150–151; StarGazerGuy, 152–154; from Dangerous, 156–161; The Ascent, 170–171; Ernest Shackleton, 184–193
Unit 5: The Stuff of Consumer Culture
 The Language of Consumerism, 200–201; What’s In?, 205; “Clubbing” from Homeroom Diaries, 206–209; The Bad Haircut, 210–211; Want vs. Need, 218–225

Text Evidence: SE: Reading Toolbox: Determining the Theme (infer), 112; Monitoring Meaning (reread, ask yourself questions, visualize), 156; Download

(informative), 6, 10, 20, 22, 52, 56, 70, 104, 116, 122, 152, 172, 178, 202, 212, 218, 226, 250; Download (narrative), 14, 28, 34, 64, 68–69, 76, 86, 108, 114, 128, 134, 156, 170, 184, 206, 210, 232, 260, 262, 272, 278, 286

TE: Inference, 264, 305, 331, 397, 410, 468, 470, 560, 706, 741, 805, 820, 847, 848, 850; Explore the Topic (examples), 26–27, 30–32, 35–36, 39–40, 62–63, 66–67, 70–71, 76–80, 82, 168–169, 172–177, 180–1881, 204, 207–209, 212–213, 218–219, 222–223, 477–483, 486–487, 492–493, 503–504, 505, 506–507, 512–513, 516–517, 522–523, 526–527, 530–533, 538–539, 542–543

Multimedia: SE: Performance Task: Prepare and Give a Speech (use pictures from article), 126; Speaking and Listening: Compare Ads and Discuss, 201; Reporting Evidence, 231

TE: Performance Task: Speaking and Listening: Prepare and Give a Speech, 371; Compare Ads and Discuss, 591; Reporting Evidence, 679

Arguments: SE: Performance Task: Argument, 242–245; also see: Performance Task: Argument Response, 224; Write a letter in support of a cause, 249

TE: Performance Task: Written Argument, 712, 713, 716, 717, 720, 721, 724, 725, 728; also see: Performance Task: Argument Response, 661; Write a letter in support of a cause, 737

Point of View: SE: Reading Toolbox: Analyzing Point of View, 209; Reading an Argument, 218; Identifying Purpose and Audience, 226; Evaluating a Claim (in a text), 230; also see: Reading Toolbox: Identifying Facts versus Opinions, 212

TE: Author's Purpose, 26, 35, 36, 363, 410, 669, 678, 850; Identify Purpose and Audience, 668; Analyze Genre, 645; Explore the Topic (Analyze Argument), 646, 647, 648, 652, 653, 654, 655, 660, 661, 678

Fact/Opinion: SE: Reading Toolbox: Identifying Facts versus Opinions, 212

TE: Fact and Opinion, 638, 641

Outline/Annotate: SE: Research Report: Take notes, Make an outline, 195

TE: Research Report: Take notes, Make an outline, 567

Multiple Meaning Words: SE: Multiple-meaning words, 82, 109, 215, 280; Student Resources: Words with Multiple Meanings, R32

TE: Multiple-meaning words, 236, 293b, 294e, 321, 524, 637, 747, 820

7th Grade Language Arts Frameworks 2015-2020-----updated 6/27/19

7th Grade - Unit 4 (Assessments 7 & 8) Semester 2 (2nd 9 weeks)

Theme: What do we learn from the choices we make?

	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
Standards (Reporting Strands)	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1-Cite textual evidence/draw inferences 5-Analyze structure 9 – Analyze source material	1- Argument 2-Informative/Explanatory 7 – Short Research 8 – Gather sources	4 – Present information	1, 2-Conventions 3- Language & conventions
Topical Essential Questions	- How do readers recognize and choose relevant evidence to support their own thinking and gain understanding? -How do documentary film and television journalists present argument? -How are statistics used to support arguments? -What makes a presentation influential?	-How do good writers organize and present their information? -How do writers identify and choose reliable and relevant evidence? -How do writers credit their sources? -How do writers recognize and rebut counterargument?	-How do speakers impact their Audience? -What considerations do writers need to make when presenting information formally? -What makes a presentation influential? -How does a speaker cite sources in a spoken presentation?	How do good writers create research questions and find their answers?
Enduring Understandings	-Readers read and reread text to determine and identify authors' claims and supporting evidence and evaluate their validity. -Researchers focus their work around a central question, analyzing and evaluating multiple sources.	-Writers use a variety of structures to organize information. -Writers identify other writers' words and ideas using citations within the text, and cite sources while writing and speaking.	-Speakers use precise language, facts, details, and examples to influence. -Speakers use multimedia and other resources to present information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. -Sources are cited in both written and spoken presentations and arguments.	-Writers use keywords and inquiry to locate valid evidence to find answers. -Writers use precise language, facts, details, and examples to influence their audiences
Assessments	Formative		Summative	
	Annotate Validity Statistics Direct quotations	author's bias Cite Counterclaim Rebuttal/Refutation	1. Incontestable argument <ol style="list-style-type: none"> a. Cite evidence b. argument--quote/paraphrase data c. Language & conventions 2. Symposium <ol style="list-style-type: none"> a. Present claims and findings b. Include multimedia 	

Learning Targets	<p>I can define textual evidence (“word for word” support). [Knowledge]</p> <p>I can define inference and explain how a reader uses textual evidence to reach a logical conclusion I can read closely and find answers explicitly in text (right there answers) and answers that require an inference. [Skill]</p> <p>I can analyze an author’s words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions.</p> <p>I can support my argument with textual evidence (“word for word” support) found in credible sources. [Reasoning]</p> <p>I can locate alternate/opposing claims in my argument. [Knowledge]</p> <p>I can present my argument in a formal style that included an introduction, supporting details with transitions, and provide a concluding statement/section that supports my argument. [Product]</p> <p>I can define plagiarism (using someone else’s words/ideas as my own). [Knowledge]</p> <p>I can determine when my research data or facts must be quoted (directly stated-- “word for word”) in my writing. [Reasoning]</p> <p>I can avoid plagiarism by paraphrasing (putting in my words) and/or summarizing my research findings. [Skill]</p> <p>I can follow a standard format for citation to create a bibliography for sources that paraphrased or quoted in my writing. [Knowledge]</p> <p>I can determine salient (important/key) points and emphasize them when presenting my claims and/or findings. [Skill]</p> <p>I can support my claims and/or findings with pertinent descriptions, facts, details, and examples that support the main idea or theme. [Skill]</p> <p>I can present my information in a logical sequence using appropriate eye contact, adequate volume, and clear pronunciation. [Product]</p> <p>I can identify parts of my presentation, including claims, findings, and salient points that could use clarification. [Knowledge]</p> <p>I can clarify information using the appropriate media component or visual display. [Product]</p>	
Vocabulary Suggestions	<p style="text-align: center;">Tier 2</p> <p>Select Develop Gather Critique Compose</p> <p style="text-align: center;">Identify Recognize Textual Evidence Coherent</p>	<p style="text-align: center;">Tier 3</p> <p>Multimedia Conversation starters Target audience Telling a story Debate/ Socratic seminar Counterclaim Rebuttal/Refutation</p>
Recommended Text	<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>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>	

ESL resource ESCALATE:

Unit 2: Perception and Reality

The Language of Perception, 50–51; from The Giver, 64–67; Lessons from the Perry Como Sundae Bar, 68–69; from The Crossover, 28–33; A Means to an End, 76–85

Unit 6: Guided by a Cause

The Language of Commitment to a Cause, 248–249; Claudette Colvin, 254–259; from La Causa, 262–263; Chapter 1: Cheated!, 264–271; Chapter 2: You Work and You Have Nothing, 272–277; Chapter 3: Viva La Causa, 278–285

Organization: SE: Performance Task: Short story, 44–47; Informative essay, 96–99; Response to literature, 144–147; Research report, 194–197; Written Argument, 242–245

TE: Performance Task: Short story, 126, 127, 130, 131, 134, 135, 138, 139; Informative essay, 276, 277, 280, 281, 284, 285, 288, 289, 292; Response to literature, 422, 423, 426, 427, 430, 431, 434, 435, 438; Research report, 566, 567, 570, 571, 574, 575, 578, 579, 582; Written Argument, 712, 713, 716, 717, 720, 721, 724, 725, 728

Research: SE: Performance Task: Research report, 194–197; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 162; Recognizing Source Information (summarize, paraphrase, direct quotation), 176; Research Toolbox: Gathering Information (check sources, facts), 169; Performance Task: Research Activity: Search for Information,

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TE: Performance Task: Research report, 566, 567, 570, 571, 574, 575, 578, 579, 582; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 478; Recognizing Source Information (summarize, paraphrase, direct quotation), 512; Research Toolbox: Gathering Information (check sources, facts), 493; Performance Task: Research Activity: Search for Information, 543

Annotate for evidence: SE: Reading Toolbox: Analyzing Point of View, 209; Reading an Argument, 218; Identifying Purpose and Audience, 226; Evaluating a Claim (in a text), 230; also see: Reading Toolbox: Identifying Facts versus Opinions, 212

TE: Author's Purpose, 26, 35, 36, 363, 410, 669, 678, 850; Identify Purpose and Audience 668; Analyze Genre, 645; Explore the Topic (Analyze Argument), 646, 647, 648, 652, 653, 654, 655, 660, 661, 678

Research techniques: SE: Performance Task: Research report, 194–197

TE: Performance Task: Research report, 566, 567, 570, 571, 574, 575, 578, 579, 582

ESL resource ESCALATE:

Research/Locating Info: SE: Research Toolbox: Using Search Terms, 182; Performance Task: Research Activity: Search for Information, 183
TE: Research Toolbox: Using Search Terms, 542; Performance Task: Research Activity: Search for Information, 543

Critique Speakers: SE: Speaking Toolbox: Evaluate an Argument, 224; Listening Toolbox: Active Listening, 121

TE: Evaluate an Argument, 661; Listen and Analyze, 66, 200, 338, 500, 625, 772; Active Listening, 40, 354, 560

Present Info: SE: Speaking Toolbox, 42, 94, 142, 160, 224, 271, 285; Speak Out! 13, 32, 42, 85, 113, 133, 183, 225, 285; Collaborative Discussion, 8, 13, 19, 21, 26, 36, 42, 54, 62, 67, 69, 74, 85, 94, 106, 112, 115, 121, 126, 133, 142, 154, 160, 168, 171, 176, 182, 192, 204, 209, 211, 224, 230, 252, 259, 261, 271, 277, 285, 294

TE: Class Discussions, 35, 39; Active Listening, 40, 354, 560; Listen And Analyze, 66, 200, 338, 500, 625, 772; Collaborative Discussion (examples), 14, 21, 66, 100, 121, 156, 163, 200, 246, 306, 313, 338, 354, 370, 414, 459, 474, 492, 603, 622

Oral Presentation: SE: Oral Argument, 296–299; also see: Performance Task: Speaking and Listening: Give Persuasive Speech, 74; Prepare and Give a Speech, 126; Compare Ads and discuss, 201; Reporting Evidence, 231; Practice for a Persuasive Oral Presentation, 259; Speak Out! Make a Short presentation, 225

TE: Oral Argument, 862, 863, 866, 867, 870, 871, 874, 875, 878; Performance Task: Speaking and Listening: Give Persuasive Speech, 222; Prepare and Give a Speech, 371; Compare Ads and Discuss, 591; Reporting Evidence, 679; Practice for a Persuasive Oral Presentation, 765; Speak Out!: Make a Short Presentation, 665

Text Structure: SE: Reading Toolbox: Analyze Structure: Text Features, 56; Analyze Essay Structure, 62; Recognizing Cause and Effect, 116; Identifying Facts versus Opinions, 212; Reading an Argument, 218; Reading for Organization: Chronological Order, 254; Cause and Effect, 21

TE: Reading Toolbox: Analyze Structure: Text Features, 168; Explore the Topic, 754; Sequence of Events, 533, 761, 821; Compare and Contrast, 805; Explore the Topic (Analyze Argument), 646, 647, 648, 652, 653,

654,

655, 660, 661, 678; Compare and Contrast, 144k, 188, 197, 200, 396, 595, 805, 810, 811, 879c; Fact and Opinion, 638, 641; Reading for Organization: Chronological Order, 254; Recognizing Cause and Effect, 344;

Gather Info: SE: Research Report: Take notes, Make an outline, 195; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 162; Recognizing Source Information (summarize, paraphrase, direct quotation), 176; Research Toolbox: Gathering Information (check sources, facts), 169; Performance Task: Research Activity: Search for Information, 183

TE: Research Report: Take notes, Make an outline, 567; also see: Reading Toolbox: Reading Information Critically (primary and secondary sources), 478; Recognizing Source Information (summarize, paraphrase, direct quotation), 512; Research Toolbox: Gathering Information (check sources, facts), 493; Performance Task: Research Activity: Search for Information, 543