

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 Understand the author’s motivation for writing.		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] I can analyze plot (the events that happen) to determine a theme (the author's overall message). [Reasoning] I can determine key events over the course of the text that contribute to the theme. [Reasoning] I can determine how an author's use of details conveys (makes known) two or more central ideas in a text. [Reasoning] I can analyze how central ideas are developed over the course of a text. [Reasoning] I can define summary (a shortened version of the text that states its key points). [Knowledge] I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. [Product] I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share 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 I can review and/or research the material(s) to be discussed and determine key points and/or central ideas. [Reasoning] I can create questions and locate key textual evidence to contribute to a discussion on the given topic, text, or issue. [Product] I can define the roles and rules necessary for collaborative discussion. [Knowledge] I can come prepared with key points and textual evidence to contribute to a discussion. [Skill] I can track the progress of a discussion and recognize when the discussion is getting off topic. [Skill] I can make relevant observations and use my ideas and comments to bring the discussion back on topic. [Skill] I can review the key ideas presented by others in a discussion and integrate them with my own when warranted (appropriate). [Skill]</p>			
Vocabulary Suggestions	<p style="text-align: center;">Tier 2</p> <p>Paraphrase Objective Subjective Opinion Bias</p>	<p style="text-align: center;">Tier 3</p> <p>Paragraph structure Text Structures Declarative Interrogative Imperative Exclamatory</p> <p>Conflict Setting Point of View Character trait Theme Summary</p>		
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> 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 style="text-align: center;"><u>Study Sync Skill Lessons (7th grade)</u></p> <p>Central or Main Idea - Barrio Boy Central or Main Idea - Eulogy for Mahatma Gandhi Society 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> The Outsiders (unit 4) Rikki Tikki Tavi The Miracle Worker Amigo Brothers Thank You, M'am My Ántonia Freak the Mighty Oranges (poem)</p> <p>Thesis Statement Author's Purpose and Author's Point of View - Reality TV and Society Character - My Ántonia Theme - "Rikki-Tikki-Tavi" Story Elements - The Ransom of Red Chief</p> </td> </tr> </table>		<p><u>Study Sync 7th grade nonfiction choices:</u> 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 style="text-align: center;"><u>Study Sync Skill Lessons (7th grade)</u></p> <p>Central or Main Idea - Barrio Boy Central or Main Idea - Eulogy for Mahatma Gandhi Society 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> The Outsiders (unit 4) Rikki Tikki Tavi The Miracle Worker Amigo Brothers Thank You, M'am My Ántonia Freak the Mighty Oranges (poem)</p> <p>Thesis Statement Author's Purpose and Author's Point of View - Reality TV and Society Character - My Ántonia Theme - "Rikki-Tikki-Tavi" Story Elements - The Ransom of Red Chief</p>
<p><u>Study Sync 7th grade nonfiction choices:</u> 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 style="text-align: center;"><u>Study Sync Skill Lessons (7th grade)</u></p> <p>Central or Main Idea - Barrio Boy Central or Main Idea - Eulogy for Mahatma Gandhi Society 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> The Outsiders (unit 4) Rikki Tikki Tavi The Miracle Worker Amigo Brothers Thank You, M'am My Ántonia Freak the Mighty Oranges (poem)</p> <p>Thesis Statement Author's Purpose and Author's Point of View - Reality TV and Society Character - My Ántonia Theme - "Rikki-Tikki-Tavi" Story Elements - The Ransom of Red Chief</p>			

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 Understandings	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		1. Changing Perspectives <ul style="list-style-type: none"> a. Develop & contrast points of view of characters b. Write narrative c. Language & conventions 2. Comparative Analysis <ul 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/ 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). (Product)</p> <p>I can select a topic and identify and gather relevant information (e.g., facts, definitions, details, quotations, examples) to share</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	Tier 2		Tier 3
	Compose Construct Determine Reflect Visualize Infer	Analyze Demonstrate Support Strengthen Interpret Convey	Interpretation Figurative Language Story Elements Compare / Contrast Edit Revise Storyline / plot line Sequence Narrative
Recommended Text	<p><u>Study Sync Stories (unit 2)</u> The Lottery Hunger Games Gladiator The Giver The Wise Old Woman Nothing to Envy Feed I, Too, Sing America (poem) 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>Mildred Taylor novelettes - The Well, The Bridge, Song of the Trees</p> <p>StudySync Skill Lessons (7th grade) Point of View - The Giver Narrative Techniques and Sequencing Descriptive Details Extended Writing Project (unit 2)</p> <p>Study Sync- Grammar and Speaking and Listening Handbooks</p>		

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?

	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	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		<ol style="list-style-type: none"> 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 	

<p>Learning Targets</p>	<p>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]</p>	
<p>Vocabulary Suggestions</p>	<p style="text-align: center;">Tier 2</p> <p>Evaluate Analyze Inference Reasoning</p>	<p style="text-align: center;">Tier 3</p> <p>Sequence Excerpt Source Validity Connotation Denotation Position</p>
<p>Recommended Text</p>	<p><u>StudySync Texts</u> Reality TV and Society The Dangers of Social Media</p> <p><u>StudySync Skill Lessons (Grade 7)</u> Arguments and Claims - Reality TV and Society Arguments and Claims - The Dangers of Social Media Spotlight: Arguments and Claims Thesis Statement</p> <p>NewsELA- search for any argument piece</p>	

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] 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] I can analyze an author’s words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. I can support my argument with textual evidence (“word for word” support) found in credible sources. [Reasoning] I can locate alternate/opposing claims in my argument. [Knowledge] 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] I can define plagiarism (using someone else’s words/ideas as my own). [Knowledge] I can determine when my research data or facts must be quoted (directly stated-- “word for word”) in my writing. [Reasoning] I can avoid plagiarism by paraphrasing (putting in my words) and/or summarizing my research findings. [Skill] I can follow a standard format for citation to create a bibliography for sources that paraphrased or quoted in my writing. [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] I can identify parts of my presentation, including claims, findings, and salient points that could use clarification. [Knowledge] 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</p> <p style="text-align: center;">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 https://www.slideshare.net/maheswarijaikumar/symposium-method-of-teaching-92749752 https://conferencemonkey.org/insight/whats-the-difference-between-a-conference-a-seminar-a-workshop-and-a-symposium-1075915#symposium https://medium.com/@ajjuliani/the-three-step-system-for-getting-students-to-do-the-talking-f1802cac8648</p>	