



Reporting Topics, Scales & Pacing Guide

7th Grade ELA

2021 - 2022

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<http://secondaryliteracy.dmschools.org/>

<https://dmschools-demo.learnzillion.com/resources/402927-learnzillion-el-education-grade-6/>

Domains of Literacy and Reporting Topics:



Reading

- Key Ideas & Details
- Craft & Structure of Text
- Integration of Knowledge



Writing

- Writing Arguments
- Informative Writing
- Narrative Writing



Speaking & Listening

- Collaboration
- Presentation



Language

- Conventions
- Vocabulary

<p>KEY IDEAS & DETAILS - The first strand of reading standards emphasizes students' ability to identify key ideas and themes in a text, whether literary or information. The focus here is on reading to understand... The premise is that students cannot delve into the deeper (implicit) meaning of any text if they cannot first grasp the surface (explicit) meaning of that text. Readers must learn to see how ideas and themes, or the story's characters and events, develop and evolve over the course of a text.</p> <p style="text-align: right;"><i>RI.1, RI.2, RI.3, RL.1, RL.2, RL.3</i></p>	<p>WRITING ARGUMENTS - Argument is essential to success in college and career and develops the critical faculties needed in the adult world. Crafting arguments requires students to analyze texts or topics and determine which evidence best supports their arguments. Students write in this format to change minds, hearts, and actions. Throughout the writing process, students must also navigate knowing their audience and adjusting they style and format to achieve a purpose and develop focus.</p> <p style="text-align: right;"><i>W.1, W.5, W.6, W.8, W.9</i></p>
<p>CRAFT & STRUCTURE - The second strand of reading standards emphasizes students' ability analyze how texts are made to serve a function or achieve a purpose. Students examine the choices the author makes in words and sentence and paragraph structure and how these choices contribute to the meaning of the text and the author's larger purpose.</p> <p style="text-align: right;"><i>RI.4, RI.5, RI.6, RL.4, RL.5, RL.6</i></p>	<p>INFORMATIVE WRITING - Informational/explanatory writing conveys ideas, events, and findings by choosing and explaining the behavior, meaning, or importance of key details. Students write in this format to extend reader's knowledge or acceptance of ideas and procedures. Throughout the writing process, students must also navigate knowing their audience and adjusting they style and format to achieve a purpose and develop focus.</p> <p style="text-align: right;"><i>W.2, W.5, W.6, W.8, W.9</i></p>
<p>INTEGRATION OF KNOWLEDGE - The third strand can be summed up as reading to extend or deepen one's knowledge of a subject by comparing what a range of sources have said about it over time and across different media. They emphasize the ability to read arguments, how to identify the claims a text makes and evaluate the evidence used to support those claims.</p> <p style="text-align: right;"><i>RI.7, RI.8, RI.9, RL.7, RL.8, RL.9</i></p>	<p>NARRATIVE WRITING - Narrative writing includes not just stories but accounts of historical events and lab procedures. Students write in this format to inform, inspire, persuade, or entertain. Throughout the writing process, students must also navigate knowing their audience and adjusting they style and format to achieve a purpose and develop focus.</p> <p style="text-align: right;"><i>W.3, W.5, W.6, W.8, W.9</i></p>
<p>COLLABORATION - Discussion in one form or another is a vital component of active participation in society. To ensure students contribute substance, they are expected to read, write, or investigate as directed so they come to class ready to engage in the discussion of that topic or text with peers or the whole class. Listening and responding in a variety of settings prepares students to negotiate their thinking with that of others and draw their own conclusions.</p> <p style="text-align: right;"><i>SL.1, SL.2, SL.3</i></p>	<p>CONVENTIONS - Students should know and use the academic forms of English – spelling, grammar, usage, and conventions – when speaking or writing for public purposes or audience such as at work or at school.</p> <p style="text-align: right;"><i>L.1, L.2</i></p>
<p>PRESENTATION - Presentations are a great way to have students practice all domains of literacy (speaking, reading, writing and listening) to support deeper learning of material and enhance acquisition of academic vocabulary. They help build confidence and require skills that most people will need in any college or career track. It is also an opportunity to challenge and expand on their understanding of the topic by having others ask questions and negotiate learning with others.</p> <p style="text-align: right;"><i>SL.4, SL.5, SL.6</i></p>	<p>VOCABULARY - Vocabulary is instrumental in the success of the other educational domains of reading, writing, and speaking/listening. Students must be able to navigate words that are unknown or may have possible meanings, explore different usages in context, and learn to work with domain specific words or phrases they will encounter throughout the world.</p> <p style="text-align: right;"><i>L.4, L.5, L.6</i></p>

The Anatomy of the Scales

Only learning targets that are assessed during that Module will appear on the scale. Use only the included learning targets to assess student's progress. (example, this scale is missing A. Reading 7 because it is not assessed in the current Module)

Bodies of evidence will be recorded in service of the Anchor Standards from Common Core, noted in the blue bars. These are the larger CCR goals K-12 and do not change year over year.

Integration of Knowledge (6th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

B. Reading 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Identify a claim
- **Examine how a claim develops from beginning to end**
- Identify the reasons and evidence presented to support the claim
- **Evaluate the quality and degree to which the evidence supports the claim**

Bolded elements represent a new addition in complexity or skill from the year prior and should be the focus of new instruction.

C. Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge about the subjects and issues that the authors take.

- Identify a similar theme or topic in multiple texts from **different genres** (e. g., stories and poems, historical and fantasy stories, memoir and historian's account)
- Analyze how the treatment of the subject differs in the two different accounts

- Success criteria represent the grade level expectations that support each Anchor Standard and are derived directly from the grade level standards
- If a square bullet is present, it indicates a different skill is required to assess Non-fiction

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Each Topic in ELA is comprised of multiple Anchor Standards. Grade level success for each is indicated by the success criteria that follow. As fiction and non-fiction support the same Anchor standard, they are not reported separately but success criteria noted by a square bullet directly relate to non-fiction texts.

Standards-Referenced Grading

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student's learning is based on a topic scale to inform instructional decisions and push student growth.
- Show student learning of grade level learning goals through multiple and varying points of data
- Provide opportunities for feedback between student, teacher, and stakeholders.

What To Put In Infinite Campus:

While Infinite Campus will continue to house our formal grades, we must balance the amount of information housed there and carefully consider the audience we are aiming to communicate with. By streamlining what is housed in IC, it is easier for parents to understand current general progress. Information at the standard or success criteria level is intended to inform instructional moves and can become overly confusing to many stakeholders. Carefully consider what feedback tools are embedded in the curriculum to communicate specific feedback to students while keeping Infinite Campus high level.

Place one entry under each topic identified for historical record per assessment and continually update the Topic Score. Specific feedback regarding learning targets or success criteria students should be housed using the tracking sheets, rubrics, Canvas communication or alternative methods. Not all questions or standards included on each assessment will receive a reported “grade” depending on the types of questions used to assess.

Separating questions by Learning Target is encouraged for teacher monitoring of student progress. Information is provided to support either Grading Practice Option 2 or Option 3, as directed by your building administrator. For more information on [DMPS Grading Practices](#), please review Grading Practice 3 beginning on page 13.

Additional Evidence Collection:

The EL curriculum is ripe with opportunities for students to demonstrate learning. While the 7 Module Assessments should carry the most weight in determining a student’s current progress, additional bodies of evidence may be captured. Evidence must be an activity or assignment that is part of the EL curriculum, completed independently by the student, keeping in mind the level of scaffolding that was incorporated as part of the lesson. This is particularly true to support early reporting around mid-unit 1 assessments where selected response may not provide a full and accurate picture of student progress.

Additional evidence should be minimal, intentional, and determined by the PLC.

Performance Assessments:

The EL performance assessments are fantastic ways to create a public display of learning at the end of each module. Each PLC has the power to adapt these projects to best fit the school community, current resources, and student input. The standards addressed cannot change but aspects of how students demonstrate learning can.

Example: The webpage created in Module 1 can easily be transformed into a different presentation mode depending on equipment, skill in web design etc.

Assessment & Reporting Map

Evidence can be captured for any topic at any time. Only designated topics should receive a Topic Score.

Topic	Module 1 The Lost Children of the Sudan	Module 2 Epidemics	Module 3 The Harlem Renaissance	Module 4 Plastic Pollution
READING				
Key Ideas & Details RI/RL 1, 2, 3	✓	✓	✓	
Craft & Structure RI/RL 4, 5, 6	✓	✓	✓	✓
Integration of Knowledge RI/RL 7, 8, 9	✓			✓
WRITING				
Writing Arguments W 1, 5, 6, 8, 9			✓	✓
Informative Writing W 2, 4, 5, 6, 7, 8, 9,	✓	✓		
Narrative Writing W 3, 4, 5, 6, 8, 9,	✓			
SPEAKING & LISTENING				
Collaboration SL 1, 2, 3	✓	✓		✓
Presentation SL 4, 5, 6,		✓	✓	✓
LANGUAGE				
Conventions L 1, 2,		✓	✓	✓
Vocabulary L 4, 5, 6	✓	✓	✓	

Module I
August 25-October 27

The Lost Children of Sudan

Students launch the year developing their ability to analyze narratives about the Lost Children of Sudan. Students conduct research and develop first their informative writing skills by comparing a fictional to a historical account. Then, students develop their narrative writing skills to create their own stories about a Lost Child of Sudan and the lessons revealed through their journeys

Reported Topics:

Key Ideas & Details
Craft & Structure
Integration of Knowledge
Informative Writing
Narrative Writing
Collaboration
Presentation

Pacing Guidance

Unit 1
August 25 – September 17

Unit 2
September 20 – October 8

Unit 3
October 11 – October 27

Grade 7: M1U1Mid-Unit Assessment

Title: Analyze Setting, Plot, and Point of View: A Long Walk to Water, Ch. 6

Format: Selected and constructed response

IC Entry: M1U1Mid (Module 1, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
Part I		Part II	
1	RL4, L4, L6	POV chart	RL1, RL3, RL6
2	RL4, L4, L6		
3	L4, L6		
4a	L4		
4b	L4, L6		
5	RL4, L4		

Key Ideas & Details	Craft & Structure:	Vocab:
LTa LTC Questions to inform score: Part II	LTa Questions to inform score: 1, 2, 4b, 5 LTC Questions to inform score: Part II	LTa Questions to inform score: 1, 2, 3, 4a, 5 LTC Questions to inform score: 1, 2, 3, 4b

Grade 7: M1U1End Assessment

Title: Analyze Development of a Theme: A Long Walk to Water, Chapter 9

Format: Selected and constructed response; Text-based discussion

IC Entry: M1U1End (Module 1, Unit 1, End-Unit Assessment)

Question	Standard	Question	Standard
Part I		Part II	
1a	RL1, RL2	Discussion	SL1
1b	RL1, RL2		
2	RL2		

Key Ideas & Detail	Collaboration
LTa Questions to inform score: 1a, 1b LTb Questions to inform score: 1a, 1b, 2	LTa Questions to inform score: Part II

Grade 7: M1U2Mid-Unit Assessment

Title: Research to Answer a Question

Format: Selected and constructed response

IC Entry: M1U2Mid (Module 1, Unit 2, Mid-Unit Assessment)

*This can be split into M1U2Midp1 and M1U2Endp2

Question	Standard	Question	Standard
Part I		Part II	
1a	SL2	3a	RI2
1b	SL2	3b	RI1, RI2
2	SL2	4	RI1, RI2
		5a	W8
		5b	W7, W8

Key Ideas & Details	Informative Writing	Collaboration
LTa Questions to inform score: 3B, 4 LTb Questions to inform score: 3a, 3b, 4	LTb Questions to inform score: 5a, 5b	LTa Questions to inform score: 1a, 1b, 2

Grade 7: M1U2End Assessment

Title: Compare and Contrast *A Long Walk to Water* and “The ‘Lost Girls’ of Sudan”

Format: Informative essay

IC Entry: M1U2End (Module 1, Unit 2, End-Unit Assessment)

Question	Standard
Compare/Contrast Essay	W2, RL9

Informative Writing	Integration of Knowledge
LTa LTb	LTC

Grade 7: M1U3Mid-Unit Assessment

Title: Compare Audio to Text: *A Long Walk to Water*, Chapter 1

Format: Selected and constructed response

IC Entry: M1U3Mid (Module 1, Unit 2, Mid-Unit Assessment)

Question	Standard
1	RL1, RL7
2a	RL1, RL7
2b	RL1, RL7
3	RL1, RL7
4	RL1, RL7
5	RL1, RL7
6	RL1, RL7

Key Ideas & Details	Integration of Knowledge
LTa	LTa

Grade 7: M1U3End Assessment

Title: Write a Narrative about a Lost Boy or Girl of Sudan

Format: Narrative children's book

IC Entry: M1U3End (Module 1, Unit 2, End-Unit Assessment)

Question	Standard
Narrative children's book	W3, W4, W6, W10

Narrative Writing
LTa
LTb

Grade 7: M1 Performance Task

Title: Illustrated Ebook: Lost Boys and Girls of Sudan

Format: illustrated ebook

IC Entry: M1PA (Module 1 Performance Assessment)

Question	Standard
ebook	RI.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9, W.7.9b, W.7.10, L.7.6

Narrative Writing
LTa
LTb
LTc

Key Ideas & Details (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RL/RI.7.1)

- Identify what happens or is said in the text
- Identify **several** pieces of evidence that supports your inference about the explicit meaning of the text
- Support analysis with explicit evidence cited or paraphrased from the text

B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL/RI.7.2)

- Determine central ideas or themes the author introduces and **develops** throughout the text.
- Identify specific details the author uses to convey these ideas or themes
- Summarize the facts of the text **objectively**

C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL/RI.7.3)

- Identify the most important elements in a text or story (setting, character, plot, key ideas)
- Determine which elements **affect others most**
- Analyze how each element **interacts with** and **influences** the others

Craft and Structure (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (RL/RI.7.4)

- Identify words or phrases that contribute to the meaning of the text (**e. g. rhymes, poetic devices, or specific technical terms**)
- Identify words that have different figurative or connotative meanings
- Analyze how the author's choice of words affects the meaning and tone of the text

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text. (RL/RI.7.6)

- Determine the point of view of the narrator or subject of a text
- Identify what techniques or devices the author uses to develop the point of view of the speaker or narrator
- **Compare and contrast** how the author develops the points of view of different characters in a text
- Analyze how the author **distinguishes their position** from others

Integration of Knowledge (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (RL/RI.7.7)

- Identify similarities and differences between the reading of a poem, play, or story to listening to or watching a recorded or live performance
- Identify techniques used in each medium that communicate meaning (**lighting, sound, color, camera focus/angle, vocal delivery**)
- Analyze the effects of certain techniques on the audience's experience

C. Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (RL/RI.7.9)

- Identify similarities and differences between different accounts of historical time, place, or people
- Compare and contrast the fictional treatment in different accounts
- Analyze where accounts or interpretations differ

Informative Writing (7th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.7.2)

- Introduce a topic **clearly, previewing what is to follow**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to **create cohesion** and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from **and supports** the information or explanation presented.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, **focusing on how well purpose and audience have been addressed**. (W.7.5)
- Demonstrate command of keyboarding skills to type multi-page papers (W.7.6)

B. Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.7.8)

- Gather relevant information from multiple print and digital sources
- Assess the credibility and **accuracy** of each source
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **Follow a standard format for citation.**
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Narrative Writing (7th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (W.7.3)

- Engage and orient the reader by establishing a context and **point of view** and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to **capture the action** and convey experiences and events.
- Provide a conclusion that follows from and reflects on the narrated experiences or events.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, focusing on how well purpose and audience have been addressed. (W.7.5)
- Demonstrate command of keyboarding skills to type multi-page papers (W.7.6)

B. Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.7.8)

- Gather relevant information from multiple print and digital sources
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **Follow a standard format for citation.**
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Collaboration (7th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.7.1)

- Come to discussions prepared, having read or **researched material under study**; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, **track progress toward** specific goals and deadlines, and define individual roles as needed.
- **Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.**
- **Acknowledge new information expressed by others and, when warranted, modify their own views.**

B. Speaking & Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.7.2)

- **Analyze the main ideas and supporting details** presented in diverse media and formats (e.g., visually, quantitatively, orally)
- Explain how the **ideas clarify** a topic, text, or issue under study.

C. Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.7.3)

- Delineate a speaker's argument and specific claims,
- **Evaluating the soundness** of the reasoning and the relevance and sufficiency of the evidence.

Vocabulary (7th)

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- Use context as a clue to the meaning of a word or phrase
- Use common Greek or Latin affixes and roots as clues to the meaning of a word

B. Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

C. Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

Module 2
November 3 – January 14

Epidemics

Students read to develop background knowledge about epidemics in many forms: historical and current, medical and social. While students learn about the scientific investigation and medical intervention in these outbreaks, they also focus on the social and cultural responses to develop a model of how best to respond to challenging circumstances. Students research and develop a podcast about an epidemic that concerns them or their community, sharing the dynamic podcast complete with sound effects and music with others beyond the classroom.

Reported Topics:

Key Ideas & Details
Craft & Structure
Informative Writing
Collaboration
Presentation
Conventions
Vocabulary

Pacing Guidance

Unit 1
November 3 – November 23

Unit 2
November 29 – December 21

Unit 3
January 3 – January 14

Grade 7: M2U1Mid-Unit Assessment

Title: Analyze Structure: *Patient Zero*, Pages 41–44

Format: Selected and constructed response

IC Entry: M2U1Mid (Module 2, Unit 1, Mid-Unit Assessment)

*This can be split into M2U1MidP1 and M2U1MidP2

Question	Standard	Question	Standard
Part I		Part II	
1	RI4, L4, L6	5	RI5
2	L4	6	RI5
3a	RI4, L4, L6	7a	RI1, RI5
3b	L4, L6	7b	RI5
4a	L4	8	RI1, RI5
4b	RI4, L6		

Craft & Structure	Vocabulary
LTa Questions to inform score: 1,3a, 4b	LTa Questions to inform score: 1, 2, 3a, 3b, 4a, 4b
LTb Questions to inform score: 5, 6, 7a, 7b, 8	LTC Questions to inform score: 1, 3a, 3b, 4b

Grade 7: M2U1End Assessment

Title: Analyze Individuals, Events, and Ideas: *Patient Zero*, Chapter 4

Format: Selected and constructed response

IC Entry: M2U1End (Module 2, Unit 1, End-Unit Assessment)

Question	Standard	Question	Standard
1	RI3	4	RI4
2	RI3	5	RI3, RI4
3	RI4	6	RI3

Key Ideas & Details	Craft & Structure
LTc Questions to inform score: 1, 2, 5, 6	LTa Questions to inform score: 3, 4, 5

Grade 7: M2U2Mid-Unit Assessment

Title: Analyze Argument: “Are Social Epidemics Real?”

Format: note-catcher and text-based discussion

IC Entry: M2U2Mid (Module 2, Unit 2, Mid-Unit Assessment)

*This can be split into M2U2Midp1 and M2U2Midp2

Question	Standard	Question	Standard
Part I	RI1, RI8, L6	Part II	SL1

Key Ideas & Details	Collaboration
LTa Questions to inform score: Part I & Part II	LTa Questions to inform score: Part II

Grade 7: M2U2End Assessment

Title: Informative Essay: Social and Medical Epidemics

Format: Informative essay and Tuning Protocol & revisions

IC Entry: M2U2End (Module 2, Unit 2, End-Unit Assessment)

*This can be split into M2U2Endp1 and M2U2Endp2

Question	Standard
Part I	Part II
Compare/Contrast Essay: RI1, RI2, W2, W4, W5, W6, W10, L1, L2, L6	Tuning Protocol & Revision W5

Informative Writing	Conventions
LTa.1 LTb.1	LTa LTb

Grade 7: M2U3Mid-Unit Assessment

Title: Research to Answer a Question

Format: Selected and constructed response: online research and note-taking

IC Entry: M2U3Mid (Module 2, Unit 3, Mid-Unit Assessment)

*This can be split into M2U3Midp1 and M2U3Midp2

Question	Standard	Question	Standard
Part I		Part II	
1	L4	Research Question	W8
2	RI3	6	W7, W8
3	RI3	7	RI1, RI3, W7, W8
4a	RI3		
4b	RI3		
5	RI1, RI3		

Key Ideas & Details	Informative Writing
LTc Questions to inform score: 2, 3, 4a, 4b, 5, 7	LTb Questions to inform score: 6, 7

Grade 7: M2U3End Assessment

Title: Present Podcast Script

Format: Presentation

IC Entry: M2U3End (Module 2, Unit 3, End-Unit Assessment)

Question	Standard
Presentation	SL4, SL6, L3, L6

Presentation
LTa
LTc

Grade 7: M2 Performance Task

Title: A Podcast of an Epidemic

Format: podcast

IC Entry: M2PA (Module 2 Performance Assessment)

Question	Standard
podcast	W.7.6, SL.7.4, SL.7.5, L.7.1

Presentation
LTa
LTb

Key Ideas & Details (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RL/RI.7.1)

- Identify what happens or is said in the text
- Identify **several** pieces of evidence that supports your inference about the explicit meaning of the text
- Support analysis with explicit evidence cited or paraphrased from the text

B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL/RI.7.2)

- Determine central ideas or themes the author introduces and **develops** throughout the text.
- Identify specific details the author uses to convey these ideas or themes
- Summarize the facts of the text **objectively**

C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL/RI.7.3)

- Identify the most important elements in a text or story (setting, character, plot, key ideas)
- Determine which elements **affect others most**
- Analyze how each element **interacts with** and **influences** the others

Craft and Structure (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (RL/RI.7.4)

- Identify words or phrases that contribute to the meaning of the text (**e. g. rhymes, poetic devices, or specific technical terms**)
- Identify words that have different figurative or connotative meanings
- Analyze how the author's choice of words affects the meaning and tone of the text

B. Reading 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Identify the form or structure (**e. g., a soliloquy, a sonnet**) the author uses
- Analyze how the **specific form or structure** contributes to the meaning of the **poem or play**
 - Identify the organizational approach (**e. g., chapters, subsections**) used in a text
 - Analyze how the **specific organization** contributes to the text as **a whole**

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text. (RL/RI.7.6)

- Determine the point of view of the narrator or subject of a text
- Identify what techniques or devices the author uses to develop the point of view of the speaker or narrator
- **Compare and contrast** how the author develops the points of view of different characters in a text
- Analyze how the author **distinguishes their position** from others

Informative Writing (7th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (W.7.2)

- Introduce a topic **clearly, previewing what is to follow**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to **create cohesion** and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from **and supports** the information or explanation presented.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, **focusing on how well purpose and audience have been addressed.** (W.7.5)
- Demonstrate command of keyboarding skills to type multi-page papers (W.7.6)

B. Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (W.7.8)

- Gather relevant information from multiple print and digital sources
- Assess the credibility and **accuracy** of each source
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **Follow a standard format for citation.**
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Collaboration (7th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.7.1)

- Come to discussions prepared, having read or **researched material under study**; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, **track progress toward** specific goals and deadlines, and define individual roles as needed.
- **Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.**
- **Acknowledge new information expressed by others and, when warranted, modify their own views.**

B. Speaking & Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.7.2)

- **Analyze the main ideas and supporting details** presented in diverse media and formats (e.g., visually, quantitatively, orally)
- Explain how the **ideas clarify** a topic, text, or issue under study.

C. Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.7.3)

- Delineate a speaker's argument and specific claims,
- **Evaluating the soundness** of the reasoning and the relevance and sufficiency of the evidence.

Vocabulary (7th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- Use context as a clue to the meaning of a word or phrase
- Use common Greek or Latin affixes and roots as clues to the meaning of a word

B. Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

C. Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

Module 3

January 20 – April 1

The Harlem Renaissance

Students explore drama, poetry, song, art, stories, and dance to understand and appreciate this cultural renewal. Students read articles and short biographies to build knowledge about the collaboration among writers, musicians, and artists; the social and political context of the 1900s for black Americans; and the legacy of the Harlem Renaissance. Students write literary argument essays about themes across several works from the Harlem Renaissance. Then, they develop a Harlem Renaissance exhibit of several works connected by theme and including one contemporary work that students choose or create themselves to demonstrate the legacy of the Harlem Renaissance.

Reported Topics:

Key Ideas & Details

Craft & Structure

Writing Arguments

Presentation

Conventions

Vocabulary

Pacing Guidance

Unit 1

January 20 – February 11

Unit 2

February 16 – March 4

Unit 3

March 7 – April 1

Grade 7: M3U1Mid-Unit Assessment

Title: Compare and Contrast Versions of “Lift Every Voice and Sing”

Format: Selected and constructed response

IC Entry: M3U1Mid (Module 3, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
	Part I		Part II
1	RL4	7a	RL7
2	L5	7b	RL7
3	RL4, L5	8a	RL7
4	RL4	8b	RL7
5	RL4, L5	9	RL1, RL7, L6
6	RL4, L5		

Craft & Structure	Integration of Knowledge	Vocabulary
LTa Questions to inform score:1, 3, 4, 5, 6	LTa Questions to inform score:7a, 7b, 8a, 8b, 9	LTb Questions to inform score:2, 3, 5, 6 LTc Questions to inform score:9

Grade 7: M3U1End Assessment

Title: Analyze Structure, Language, and Theme: “I Shall Return”

Format: Selected and constructed response

IC Entry: M3U1End (Module 3, Unit 1, End-Unit Assessment)

Question	Standard	Question	Standard
1	L5	5	RL5
2a	RL5	6a	RL2
2b	RL5	6b	RI2
3	RL4	7	RL2
4	L5	8	RI1, RL2, RL4, RL5, L5, L6

Key Ideas & Details	Craft & Structure	Vocabulary
LTb Questions to inform score: 6a, 6b, 7, 8	LTb Questions to inform score: 3, 8 LTc.4 Questions to inform score: 2a, 2b, 5, 8	LTb Questions to inform score: 1, 4, 8 LTc Questions to inform score: 8

Grade 7: M3U2Mid-Unit Assessment

Title: Analyze Story Elements and POV: “The Boy and the Bayonet,” Part III

Format: Selected response

IC Entry: M3U2Mid (Module 3, Unit 2, Mid-Unit Assessment)

Question	Standard	Question	Standard
1	RL6	5	RL3
2	RL6	6	RI6
3a	RL3	7	L4
3b	RL3	8	RL6
4	RL3		

Key Ideas & Details	Craft & Structure
LTc Questions to inform score: 3a, 3b, 4, 5	LTc Questions to inform score: 1, 2, 6, 8

Grade 7: M3U2End Assessment

Title: Write and revise a Literary Argument Essay

Format: Literary argument essay

IC Entry: M3U2End (Module 3, Unit 2, End-Unit Assessment)

Question	Standard
Part I: Literary Argument	W1, L1
Part II: Revisions	L1

Writing Arguments	Conventions
LTa LTb	LTa

Grade 7: M3U3Mid-Unit Assessment

Title: Analyze Structure, Language, and Theme: “The Sculptor”

Format: Selected and constructed response

IC Entry: M3U3Mid (Module 3, Unit 3, Mid-Unit Assessment)

Question	Standard	Question	Standard
1	RL4	6	RL4
2	L4	7a	RL2
3	RL4	7b	RL2
4	RL4	8	RL2, RL4, RL5
5	RL4, RL5		

Key Ideas & Details	Craft & Structure
LTb Questions to inform score: 7a, 7b, 8	LTa Questions to inform score: 1, 3, 4, 5, 6, 8 LTb Questions to inform score: 5, 8

Grade 7: M3U3End Assessment

Title: Present Museum Exhibit

Format: Presentation

IC Entry: M3U1End (Module 3, Unit 3, End-Unit Assessment)

Question	Standard
Present Museum Exhibit	SL4, SL5, SL6, L6

Presentation	Vocabulary
LTa LTb LTc	LTc

Grade 7: M3 Performance Task

Title: Harlem Renaissance Museum Collection

Format: Museum collection presentation

IC Entry: M3PA (Module 3 Performance Assessment)

Question	Standard
Museum collection presentation	RL2, RL4, RI5, W1, W4, W5, W6, W10, SL4, SL5, SL6, L1, L2, L3

Presentation	Writing Arguments	Conventions
LTa LTb	LTa LTb	LTa LTb

Key Ideas & Details (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RL/RI.7.1)

- Identify what happens or is said in the text
- Identify **several** pieces of evidence that supports your inference about the explicit meaning of the text
- Support analysis with explicit evidence cited or paraphrased from the text

B. Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RL/RI.7.2)

- Determine central ideas or themes the author introduces and **develops** throughout the text.
- Identify specific details the author uses to convey these ideas or themes
- Summarize the facts of the text **objectively**

C. Reading 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (RL/RI.7.3)

- Identify the most important elements in a text or story (setting, character, plot, key ideas)
- Determine which elements **affect others most**
- Analyze how each element **interacts with** and **influences** the others

Craft and Structure (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (RL/RI.7.4)

- Identify words or phrases that contribute to the meaning of the text (**e. g. rhymes, poetic devices, or specific technical terms**)
- Identify words that have different figurative or connotative meanings
- Analyze how the author's choice of words affects the meaning and tone of the text

B. Reading 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (RL/RI.7.5)

- Identify the form or structure (**e. g., a soliloquy, a sonnet**) the author uses
- Analyze how the **specific form or structure** contributes to the meaning of the **poem or play**
 - Identify the organizational approach (**e. g., chapters, subsections**) used in a text
 - Analyze how the **specific organization** contributes to the text as **a whole**

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text. (RL/RI.7.6)

- Determine the point of view of the narrator or subject of a text
- Identify what techniques or devices the author uses to develop the point of view of the speaker or narrator
- **Compare and contrast** how the author develops the points of view of different characters in a text
- Analyze how the author **distinguishes their position** from others

Writing Arguments (7th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Writing 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Introduce claim(s), **acknowledge alternate or opposing claims**, and organize the reasons and evidence **logically**.
- Support claim(s) with **logical reasoning** and relevant evidence, using **accurate**, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to **create cohesion** and clarify the relationships among claim(s), reasons, and **evidence**.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from **and supports** the argument presented.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, **focusing on how well purpose and audience have been addressed**. (W.7.5)
- Demonstrate command of keyboarding skills to type multi-page papers (W.7.6)

B. Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Gather relevant information from multiple print and digital sources
- Assess the credibility and **accuracy** of each source
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **Follow a standard format for citation**.
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Presentation (7th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Speaking & Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.4)

- Present claims and findings, **emphasizing salient points in a focused, coherent manner** with pertinent descriptions, facts, details, **and examples**
- Use appropriate eye contact, adequate volume, and clear pronunciation.

B. Speaking & Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.5)

- Include multimedia components and visual displays in presentations **to clarify claims and findings and emphasize salient points**.

C. Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.6)

- Adapt speech to a variety of contexts and tasks,
- Demonstrate a command of formal English when indicated or appropriate.

Conventions (7th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)

- Determine whether an adjective form or an adverb form is called for in a given situation
- Ensure straightforward subject-verb agreement
- Ensure straightforward pronoun-antecedent agreement
- Use prepositions in simple contexts
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

B. Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)

- Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, its and it's, effect and affect, whose and who's)
- Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, and obviously faulty subordination and coordination of clauses
- Use appropriate punctuation in a series of items (e.g. coordinative adjectives)

Vocabulary (7th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

B. Language 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L5)

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

C. Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (L5)

- a. Utilize grade-appropriate academic and domain-specific words and phrases in writing and speaking

Module 4

April 4 – June 1

Plastic Pollution

Students close the year by reading about and researching plastic pollution in informational film, text, articles, and online resources. Through these texts, students explore solutions for plastic pollution at different points in the life cycle of plastic. Students write an argument essay about which point in the plastic life cycle is most effective for solving plastic pollution. Then, students develop an action plan they can enact through research, advocacy, or personal commitment. They conclude the module and year by creating a documentary film clip that conveys their argument, action plan, and conclusions about plastic pollution that they can share with their community and even the world beyond.

Reported Topics:

Craft & Structure
Integration of Knowledge
Writing Arguments
Collaboration
Presentation
Conventions

Pacing Guidance

Unit 1
April 4 – April 21

Unit 2
April 26 – May 13

Unit 3
May 16 – June 1

Grade 7: M4U1Mid-Unit Assessment

Title: Analyze Techniques and Argument in a Video

Format: Selected and constructed response

IC Entry: M4U1Mid (Module 4, Unit 1, Mid-Unit Assessment)

Question	Standard	Question	Standard
Part I		Part II	
1a	SL3	3	RI7
1b	SL3	4	RI7
2	SL3	5a	SL3
		5b	SL3
		6	SL3
		7	SL3

Integration of Knowledge	Collaboration
LTa Questions to inform score: 3, 4	LTa Questions to inform score: 1a, 1b, 2, 5a, 5b, 6, 7

Grade 7: M4U1End Assessment

Title: Analyze Author's Point of View and Purpose: Trash Vortex

Format: Selected and constructed response

IC Entry: M4U1End (Module 4, Unit 1, End-Unit Assessment)

Question	Standard	Question	Standard
Part I		Part II	
1a	RI6	5	RI1, RI2
1b	RI6		
2a	RI6		
2b	RI6		
3	L4		
4	RI6		

Craft & Structure	Integration of Knowledge
LTa Questions to inform score: 5 LTb Questions to inform score: 5	LTa Questions to inform score: 1a, 1b, 2a, 2b, 4

Grade 7: M4U2Mid-Unit Assessment

Title: Analyze How Authors Present Evidence Differently

Format: Selected response

IC Entry: M4U2Mid (Module 4, Unit 2, Mid-Unit Assessment)

Question	Standard	Question	Standard
1a	RI2	4	RI9
1b	RI2	5	RI4, L4
2a	RI6	6	L5
2b	RI6	7	L5
3	RI9		

Craft & Structure	Integration of Knowledge	Vocabulary
LTC Questions to inform score: 2a, 2b	LTC Questions to inform score: 3, 4	LTa Questions to inform score: 5 LTb Questions to inform score: 6, 7

Grade 7: M4U2End Assessment

Title: Part I: Write an Argument Essay

Part II: Revise an Argument Essay

Part III: Modify Phrases and Coordinate Adjectives

IC Entry: M4U2End (Module 4, Unit 2, End-Unit Assessment)

Question	Standard
Part I: Argument Essay	W1, L1, L2
Part II: Revise an Argument Essay	W5, L1, L2
Part III: Modify Phrases and Coordinate Adjectives	L1, L2

Writing Arguments	Conventions
LTa LTb	LTa LTb

Grade 7: M4U3Mid-Unit Assessment

Title: Revise and Edit Documentary Script

Format: Revisions

IC Entry: M4U3Mid (Module 4, Unit 3, Mid-Unit Assessment)

Question	Standard
Documentary Strip	W5

Writing Arguments
LTa

Grade 7: M4U3End Assessment

Title: Documentary Pitch

Format: Presentation

IC Entry: M4U3End (Module 4, Unit 3, End-Unit Assessment)

Question	Standard
Documentary Pitch	SL4, SL5, SL6

Presentation
LTa
LTb
LTc

Grade 7: M4 Performance Assessment

Title: Plastic Pollution Documentary Clip

Format: Digital video clip

IC Entry: M4PA (Module 4 Performance Assessment)

Question	Standard
Documentary Strip	W1, W3, W6, SL4, SL5, SL6, L1

Writing Arguments	Presentation
LTa	LTa
	LTb
	LTc

Craft and Structure (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (RL/RI.7.4)

- Identify words or phrases that contribute to the meaning of the text (**e. g. rhymes, poetic devices, or specific technical terms**)
- Identify words that have different figurative or connotative meanings
- Analyze how the author's choice of words affects the meaning and tone of the text

B. Reading 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- Identify the form or structure (**e. g., a soliloquy, a sonnet**) the author uses
- Analyze how the **specific form or structure** contributes to the meaning of the **poem or play**
 - Identify the organizational approach (**e. g., chapters, subsections**) used in a text
 - Analyze how the **specific organization** contributes to the text as **a whole**

C. Reading 6: Assess how point of view or purpose shapes the content and style of a text. (RL/RI.7.6)

- Determine the point of view of the narrator or subject of a text
- Identify what techniques or devices the author uses to develop the point of view of the speaker or narrator
- **Compare and contrast** how the author develops the points of view of different characters in a text
- Analyze how the author **distinguishes their position** from others

Integration of Knowledge (7th) READING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Reading 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (RL/RI.7.7)

- Identify similarities and differences between the reading of a poem, play, or story to listening to or watching a recorded or live performance
- Identify techniques used in each medium that communicate meaning (**lighting, sound, color, camera focus/angle, vocal delivery**)
- Analyze the effects of certain techniques on the audience's experience

C. Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (RL/RI.7.9)

- Identify similarities and differences between different accounts of historical time, place, or people
- Compare and contrast the fictional treatment in different accounts
- Analyze where accounts or interpretations differ

Writing Arguments (7th) WRITING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Writing 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- Introduce claim(s), **acknowledge alternate or opposing claims**, and organize the reasons and evidence **logically**.
- Support claim(s) with **logical reasoning** and relevant evidence, using **accurate**, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to **create cohesion** and clarify the relationships among claim(s), reasons, and **evidence**.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from **and supports** the argument presented.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, **focusing on how well purpose and audience have been addressed**. (W.7.5)
- Demonstrate command of keyboarding skills to type multi-page papers (W.7.6)

B. Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- Gather relevant information from multiple print and digital sources
- Assess the credibility and **accuracy** of each source
- Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **Follow a standard format for citation**.
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Conventions (7th) LANGUAGE

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L1)

- Determine whether an adjective form or an adverb form is called for in a given situation
- Ensure straightforward subject-verb agreement
- Ensure straightforward pronoun-antecedent agreement
- Use prepositions in simple contexts
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

B. Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L2)

- Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, its and it's, effect and affect, whose and who's)
- Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, and obviously faulty subordination and coordination of clauses
- Use appropriate punctuation in a series of items (e.g. coordinative adjectives)

Collaboration (7th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.7.1)

- Come to discussions prepared, having read or **researched material under study**; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, **track progress toward** specific goals and deadlines, and define individual roles as needed.
- **Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.**
- **Acknowledge new information expressed by others and, when warranted, modify their own views.**

B. Speaking & Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.7.2)

- **Analyze the main ideas and supporting details** presented in diverse media and formats (e.g., visually, quantitatively, orally)
- Explain how the **ideas clarify** a topic, text, or issue under study.

C. Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (SL.7.3)

- Delineate a speaker's argument and specific claims,
- **Evaluating the soundness** of the reasoning and the relevance and sufficiency of the evidence.

Presentation (7th) SPEAKING & LISTENING

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Speaking & Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.4)

- Present claims and findings, **emphasizing salient points in a focused, coherent manner** with pertinent descriptions, facts, details, **and examples**
- Use appropriate eye contact, adequate volume, and clear pronunciation.

B. Speaking & Listening 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (SL.5)

- Include multimedia components and visual displays in presentations **to clarify claims and findings and emphasize salient points.**

C. Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (SL.6)

- Adapt speech to a variety of contexts and tasks,
- Demonstrate a command of formal English when indicated or appropriate.