



7th Language Arts

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Foreword

The purpose of this guide is to:

- Provide guidance for scoring student evidence.
- Identify pacing for evidence collection.

How to use this document:

This curriculum guide is *not...*

- Used for designing instruction (you'll use your curricular materials for that – working through each lesson as designed).
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the materials within our adopted curriculum to help you to scaffold up to the learning targets and extend your students' learning beyond them.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

Curriculum Access: [EL Education – Grade 7](#)

Semester 1	Module 1: The Lost Children of Sudan <i>A Long Walk to Water</i>			Module 3: The Harlem Renaissance <i>One Last Word</i>	
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2
Topic Name	Topic 1: The Lost Boys	Topic 2: Write to Inform	Topic 3: Raise Awareness	Topic 4: Music and Art	Topic 5: Literature
Reporting frequency of topic scores	3 weeks (16 lessons) 19 days	3 weeks (14 lessons) 18 days	3 weeks (11 lessons) 12 days	3 weeks (12 lessons) 15 days	3 weeks (16 lessons) 20 days
Approximate beginning and end dates for the topics (optional)	8/25-9/20	9/21--10/18	10/19-11/4	11/9-12/2	12/12-1/13
Focus Standards	RL.7.1, RL.7.2 L.7.1, RL.7.6 L.7.4	RI.7.2 W.7.7, W.7.8 RL.7.9, W.7.2	RL.7.1, RL.7.7 W.7.3, W.7.4 W.7.3W.7.4	RL.7.4, RL.7.7	RL.7.3 RL.7.6 W.7.4, W.7.5

Semester 2	Module 3: The Harlem Renaissance <i>One Last Word</i>		Module 4: Plastic Pollution <i>Trash Vortex</i>			
			Unit 3	Unit 1	Unit 2	Unit 3
Topic Name			Topic 6: Poetry	Topic 7: Plastic Pollution	Topic 8: Take a Stand	Topic 9: Spread the Message
Reporting frequency of topic scores			3 weeks (14 lessons) 17 days	3 weeks (13 lessons) 18 days	3 weeks (15 lessons) 22 days	3 weeks (14 lessons) 26 days
Approximate beginning and end dates for the topics (optional)			1/19-2/10	2/15-3/3	3/22-4/20	4/25-5/31
Focus Standards			RL.7.2, RL.7.4 RL.7.5 SL.7.4, SL.7.5, SL.7.6	RI.7.2, RI.7.6, RI.7.7 SL.7.2, SL.7.3	RI.7.2 RI.7.9 SL.7.3, SL.7.4 W.7.1	SL.7.4, SL.7.5, SL.7.6 RI.7.7 W.7.3

Standards-Referenced Grading Basics

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 Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

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.**

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

Updated SRG grading guidance
COMING SOON

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:

Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:

Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):

Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):

Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:

Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

Unit 1:		
Unit Narrative: In this unit, students		
Topic	Exceeding Grade Level (ET)	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.		The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. Guiding Question to complete this process: * What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?
Topic Title (weeks)	Possible Task: * *A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.	LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Item Bank:		
Target:	Target:	Target:
Resources to teach:	Resources to teach:	Resources to teach:
Standard Language	Standard Language	Standard Language
Guiding Questions, Ideas, and/or Concepts <i>Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.</i>		

Module I, Unit I: Build Background Knowledge: The Lost Boys of Sudan

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-7/module-1/unit-1>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
The Lost Boys	LT1A- Analyze how an author develops a theme over the course of a text
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify a theme in a complex text <input type="checkbox"/> Identify key details or events the author uses to emphasize that theme <input type="checkbox"/> Construct an objective summary <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT1B- Analyze point of view and how it is conveyed in a complex text
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify the point of view of specific individuals in a text <input type="checkbox"/> Identify setting or events that impact a person’s perspective <input type="checkbox"/> Support explanation/ interpretation with text evidence
The Lost Boys	LT1C- Utilize strategies to determine the meaning of unfamiliar vocabulary
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify and apply context clues <input type="checkbox"/> Use Greek or Latin affixes and/or roots

Resources:

LTIA:
Aligned lessons:
L9, L10, L11, L12, L13, L14

Formal Assessment:
Module I end-unit I (Part I & II)

LTIB:
Aligned lessons:
L3, L7, L8

Formal Assessment:
Module I mid-unit I (Part II)

LTIC:
Aligned lessons:
L2, L4, L7, L8

Formal Assessment:
Module I mid-unit I (Part I)

Opportunities for Evidence Collection

Module 1, Unit 2: Write to Inform: The Lost Children of South Sudan

Topic Narrative: <https://curriculum.eleducation.org/curriculum/ela/2019/grade-7/module-1/unit-2>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Write to Inform	LT2A- Analyze how an author develops central ideas over the course of a text
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify central idea(s) in a complex text <input type="checkbox"/> Identify key details or events <input type="checkbox"/> Construct an objective summary <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT2B- Conduct research to answer specific questions
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify narrow and specific search terms <input type="checkbox"/> Identify the components from each source that answer the research question or frame thinking <input type="checkbox"/> Evaluate relevance and credibility of sources <input type="checkbox"/> Cite sources to avoid plagiarism
Write to Inform	LT2C- Compare and contrast how events depicted in literary non-fiction are depicted in historical accounts
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas or key details in each account <input type="checkbox"/> Identify where the author of literary non-fiction altered historical events

Resources:

LT2A:
Aligned lessons:
L1, L4, L7

Formal Assessment:
Module 1 mid-unit 2 (1, 2, 3, 4)

LT2B:
Aligned lessons:
L3, L4, L6

Formal Assessment:
Module 1 mid-unit 2 (5)

LT2C:
Aligned lessons:
L2, L6, L8, L, 9, L10, L11, L12

Formal Assessment:
Module 1 end-unit 2

Opportunities for Evidence Collection

Module 1, Unit 3: Write to Raise Awareness: The Lost Children of South Sudan

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-7/module-1/unit-3>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Write to Raise Awareness	LT3A- Compare and contrast a written story to the audio version and analyze the effect of the techniques
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify vocal techniques used in an audio version <input type="checkbox"/> Describe how specific vocal techniques emphasize certain words or phrases to create meaning <input type="checkbox"/> Describe how mood and tone differ in print and audio versions of a passage
	LT3B- Compose a narrative based on specific events and perspectives of the Lost Children of South Sudan
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Introduce characters and setting <input type="checkbox"/> Use information from sources to develop realistic setting, characters, and events <input type="checkbox"/> Develop the point of view of a narrator and/or characters <input type="checkbox"/> Use precise words and sensory language to convey events <input type="checkbox"/> Follow standard conventions of written English
	LT3C- Adapt a written narrative for different audiences
Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify target audience <input type="checkbox"/> Identify how dialogue and description need to be highlighted to communicate main ideas <input type="checkbox"/> Use images or illustrations to enhance meaning 	

Resources:

LT3A:
Aligned lessons:
L1, L2, L3

Formal Assessment:
Module 1 mid-unit 3

LT3B:
Aligned lessons:
L4, L5, L6, L7, L8

Formal Assessment:
Module 1 end-unit 3

LT3C:
Aligned lessons:
L9, L10, L11

Formal Assessment:
Module 1 Performance Task

Opportunities for Evidence Collection

Module 3, Unit 1: Collaboration in the Harlem Renaissance

Topic Narrative: <https://curriculum.education.org/curriculum/ela/2019/grade-7/module-3/unit-1>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria are provided below each target.
Music and Art	LT4A- Compare and contrast written and audio versions of text
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Describe different techniques used in literary, musical, or visual mediums <input type="checkbox"/> Analyze the effects of techniques in each medium
	LT4B- Interpret how an author uses figurative language to convey meaning and develop theme <i>EVIDENCE COLLECTED BUT NOT REPORTED UNTIL UNIT 3</i>
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases <input type="checkbox"/> Understand word relationships and how they convey meaning <input type="checkbox"/> Determine the figurative and connotative meaning of words <input type="checkbox"/> Identify themes <input type="checkbox"/> Analyze how specific word choice impacts the development of a theme
	LT4C- Analyze how the structure of a text contributes to its meaning <i>EVIDENCE COLLECTED BUT NOT REPORTED UNTIL UNIT 3</i>
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific poetic/lyrical elements and structures <input type="checkbox"/> Describe how certain poetic/lyrical elements and their impact on mood, tone, and meaning

Resources:

LT4A:
Aligned lessons:
L2, L3, L4, L5-6

Formal Assessment:
Module 3 mid-unit 1 (1, 7, 8)
Module 3 end-unit 1(4)

LT4B:
Aligned lessons:
L3, L4, L5-6, L7, L8, L9, L10

Formal Assessment:
Module 3 mid-unit 1 (2, 3, 5, 6, 7, 8)

EVIDENCE COLLECTED BUT NOT REPORTED UNTIL UNIT 3

LT4C:
Aligned lessons:
L2, L7, L8, L9, L10, L11

Formal Assessment:
Module 3 mid-unit 1 (4, 9)
Module 3 end-unit (1, 2, 3, 8)

EVIDENCE COLLECTED BUT NOT REPORTED UNTIL UNIT 3

Opportunities for Evidence Collection

Module 3, Unit 2: The Context of the Harlem Renaissance

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-7/module-3/unit-2>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Literature	LT5A- Analyze how story elements interact and shape one another
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Describe setting <input type="checkbox"/> Describe elements of characterization and character relationships <input type="checkbox"/> Trace plot as it develops <input type="checkbox"/> Describe how the setting influences how events unfold or how characters react
	LT5B- Explain how and author develops and contrasts character’s points of view
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify the points of view of central complex characters <input type="checkbox"/> Describe how differences in character point of view impact the meaning of the text
	LT5C- Compose formal literary argument writing that asserts a claim about the development of a theme
Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Clearly state a focused claim <input type="checkbox"/> Acknowledges counter-argument <input type="checkbox"/> Uses accurate and relevant evidence and reasoning <input type="checkbox"/> Organizes information logically <input type="checkbox"/> Maintains a formal style <input type="checkbox"/> Use precise words and domain-specific vocabulary to show relationships between claim and reasoning <input type="checkbox"/> Follow standard conventions of written English appropriate to style 	

Resources:

LT5A:
Aligned lessons:
L2, L3, L4, L5, L6-7

Formal Assessment:
Module 3 mid-unit 2 (3, 4, 5)

LT5B:
Aligned lessons:
L2, L3, L4, L5, L6-7

Formal Assessment:
Module 3 mid-unit 2 (1, 2, 6, 7, 8)

LT5C:
Aligned lessons:
L8, L9, L10, L11, L12, L13-14, L15

Formal Assessment:
Module 3 end-unit

Opportunities for Evidence Collection

Module 3, Unit 3: The Legacy of the Harlem Renaissance

Topic Narrative: <https://curriculum.ededucation.org/curriculum/ela/2019/grade-7/module-3/unit-3>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Poetry	LT6A- Interpret how an author uses figurative language to convey meaning and develop theme
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of unknown words or phrases <input type="checkbox"/> Understand word relationships and how they convey meaning <input type="checkbox"/> Determine the figurative and connotative meaning of words <input type="checkbox"/> Identify themes <input type="checkbox"/> Analyze how specific word choice impacts the development of a theme
	LT6B- Analyze how the structure of a text contributes to its meaning
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific poetic elements and structures <input type="checkbox"/> Describe how certain poetic elements and their impact on mood, tone, and meaning
	LT6C- Present a personal reflection of their learning process.
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Create a presentation that includes multimedia or visual elements <input type="checkbox"/> Speak with clarity as appropriate to the audience and modality <input type="checkbox"/> Use appropriate verbal and physical techniques (eye contact, volume, pace, body language) <input type="checkbox"/> Demonstrate authenticity and craftsmanship in the final product <input type="checkbox"/> Demonstrate deep knowledge of their chosen artifacts and their relationship to the Harlem Renaissance

Resources:

LT6A:

Aligned lessons:
L2, L3, L4, L7, L8-9

Formal Assessment:
Module 3 mid-unit 3 (1, 2, 3, 4, 6)

LT6B:

Aligned lessons:
L2, L3, L4, L5-6

Formal Assessment:
Module 3 mid-unit 3 (5)

LT6C:

Aligned lessons:
L7, L8-9, L10, L11-12, L13-14

Formal Assessment:
Module 3 end-unit 3
Modul3 3 Performance Task

Opportunities for Evidence Collection

Additional evidence was collected in Unit 1
Module 3 mid-unit 1 (2, 3, 5, 6, 7, 8)

Additional evidence was collected in Unit 1
Module 3 mid-unit 1 (4, 9)
Module 3 end-unit (1, 2, 3, 8)

Module 4, Unit 1: Plastic Pollution

Topic Narrative: <https://curriculum.ededucation.org/curriculum/ela/2019/grade-7/module-3/unit-1>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Plastic Pollution	LT7A- Compare and contrast how information is presented in written and visual forms
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify central idea/s <input type="checkbox"/> Examine similarities and differences in how ideas are introduced, what types of details are emphasized, and its impact on the audience
	LT7B- Analyze purpose and point of view and how it is conveyed in a complex text
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify the point of view of specific individuals in a text <input type="checkbox"/> Identify details or events that impact a person’s perspective or position <input type="checkbox"/> Describe how an author distinguishes their position from that of others <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT7C- Identify and trace the argument an author presents in a text
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main claim of an argumentative text <input type="checkbox"/> Identify evidence and reasoning used to support the main claim

Resources:

LT7A:

Aligned lessons:

L2, L3, L4, L5, L6, L7, L8, L9

Formal Assessment:

Module 4 mid-unit 1 (Part I, II, III)

LT7B:

Aligned lessons:

L8, L9, L10, L11, L12-13

Formal Assessment:

Module 4 end-unit 1 (1, 2, 4)

LT7C:

Aligned lessons:

L4, L5, L6, L7, L11, L12-13

Formal Assessment:

Opportunities for Evidence Collection

Additional evidence

Module 4 mid-unit 2 (2)

Evidence for this target can be seen from daily lessons as students demonstrate comprehension of arguments and explore how specific details or evidence support claims.

Module 4, Unit 2: Take a Stand: Ways to Reduce Plastic Pollution

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-7/module-3/unit-2>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topic in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Take a Stand	LT8A- Analyze how different authors treat the same topic while emphasizing different evidence
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Delineate and evaluate a speaker's claims <input type="checkbox"/> Describe how different authors present evidence and interpret facts
	LT8B- Analyze the development of two or more central ideas in a text
	Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Identify two or more central ideas of a text <input type="checkbox"/> Identify specific details that help convey the central idea <input type="checkbox"/> Construct an objective summary <input type="checkbox"/> Support explanation/ interpretation with text evidence
	LT8C- Compose formal argument writing that presents a stance reducing plastic pollution
Learning that shows evidence of progressing towards grade-level learning target: <ul style="list-style-type: none"> <input type="checkbox"/> Introduces and clearly states a claim <input type="checkbox"/> Supports the claim with clear points/reasons and evidence <input type="checkbox"/> Uses words and phrases to show the relationships among claim and points/reasons <input type="checkbox"/> Includes a conclusion that follows from the argument presented <input type="checkbox"/> Follows the rules of writing (spelling, punctuation, and grammar). 	

Resources:		
<p>LT8A: Aligned lessons: L3, L4, L5-6</p> <p>Formal Assessment: Module 4 mid-unit 2 (3, 4)</p>	<p>LT8B: Aligned lessons: L1, L2</p> <p>Formal Assessment: Module 4 mid-unit 2 (1)</p>	<p>LT8C: Aligned lessons: L2, L3, L4, L5-6, L7, L8, L9, L10, L11, L12-13, L14-15</p> <p>Formal Assessment: Module 4 end-unit 2</p>
Opportunities for Evidence Collection		
	<p>Additional aligned lessons are present in unit 1 M4U1L8-11</p> <p>Question 5 from the end-unit 1 assessment can be used as evidence towards this target.</p>	

Module 3, Unit 3: Spread the Message: We Can Make a Difference!

Topic Narrative: <https://curriculum.leducation.org/curriculum/ela/2019/grade-7/module-3/unit-3>

Topic	Achieving Grade Level (AT)
When collecting evidence related to these targets, it will be recorded in this topics in Infinite Campus.	The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria</i> are provided below each target.
Spread the Message	LT9A- Create a documentary script that clearly presents solutions to a problem
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Presents findings, emphasizing salient points <input type="checkbox"/> Includes pertinent descriptions, facts, details, and examples <input type="checkbox"/> Presents content in a focused and coherent manner <input type="checkbox"/> Multimedia components and visual displays chosen clarify claims and emphasize salient points <input type="checkbox"/> Chooses language to express ideas precisely and concisely
	LT9B- Present a personal reflection of their learning process.
	Learning that shows evidence of progressing towards grade-level learning target:
	<ul style="list-style-type: none"> <input type="checkbox"/> Speak with clarity as appropriate to the audience and modality <input type="checkbox"/> Use appropriate verbal and physical techniques (eye contact, volume, pace, body language) <input type="checkbox"/> Demonstrate authenticity and craftsmanship in the final product <input type="checkbox"/> Demonstrate deep knowledge of their solution to the problem

Resources:

LT9A:
Aligned lessons:
L1, L2, L3, L4, L5, L6-7

Formal Assessment:
Module 4 mid-unit 3

LT9B:
Aligned lessons:
L4, L8, L9, L10, L11-12, L13-14

Formal Assessment:
Module 4 end-unit 3

Opportunities for Evidence Collection