

**Course Numbers**

* LA701/702
* LA701IB/702IB
* LA7010/7020
* LA7010IB/7020IB

**Seventh Grade ELA**

2019-2020

Middle School. 7th grade language arts, often called ELA7, is the Des Moines Public Schools core curricular course for students in 7th grade in the study of reading, writing, speaking, and listening. Students grapple with increasingly complex texts in both fiction and non-fiction genres while studying the craft of skillful authors. Additionally, students in ELA7 focus their writing efforts on narrative writing as they learn to become more effective communicators and critical consumers of information.

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

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational \* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” | |

• 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**.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**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.

**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 (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

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.

**Course Map**

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| **Unit** | **Estimated Duration** | **Content Standards** | **Grading Topics** | **Extended Topics** |
| **Unit One:**  ***Elements of Literature*** | *9 weeks* | * Reading Literature 2 * Reading Literature 3 | * Analyzing Story Elements | *Collected and Reported*   * Constructing Writing *[W4, W5, W6]* * Utilizing Text Evidence *[RI1, RL1]* * Collaborating in Discussions *[SL1]* * Writing to Inform *[W2, L3]* * Mastering Vocabulary *[RL4, RI4, L4]* * Applying Grammar and  Mechanics 1 *[L1, L2]*   *Collected and Reported* ***UNSCORED***   * Comprehending Text *[RL10, RI10]* |
| * Reading Literature 6 | * Analyzing Character Perspective |
| **Unit Two:**  ***Poetry*** | *9 weeks* | * Reading Literature 5 * Language 5 | * Analyzing Poetry |
| **Unit Three:**  ***Argumentation*** | *9 weeks* | * Reading Information 6 * Reading Information 8 * Reading Information 9 | * Evaluating Arguments and Purpose | *Collected and Reported*   * Mastering Vocabulary *[RL4, RI4, L4]* * Utilizing Text Evidence *[RI1, RL1]* * Constructing Writing *[W4, W5, W6]* * Applying Grammar and  Mechanics 2 *[L1, L2]* * Collaborating in Discussions *[SL1]* * Comprehending Text *[RL10, RI10]* |
| * Reading Information 2 * Reading Information 5 | * Analyzing Central Ideas |
| **Unit Four:**  ***Deeper Reading*** | *9 weeks* | * Writing 2 * Language 3 | * Writing to Inform |
| * Reading Information 5 * Reading Literature 9 | * Comparing Literature to Source Material |

\*Timelines are indicators but not requirements of time spent. Teachers may move fluidly through topics as they see fit within a semester. Topics are arranged in this format for best possible overlap and connections of content.

**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments.

Teachers should not initiate a transfer request in Infinite Campus without the express permission of the building textbook manager or the curriculum coordinator.

**Extended Topics**

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| **Organizing Principles:**  Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year. |
| **Considerations**  **Comprehending Text**  Evidence for this topic is collected three times per year using the MAP test. The Lexile score that results from this test should be translated to an SRG score using this scale. Teachers should assign a Topic Score based on the highest Lexile score earned on the MAP over the course of the year. In the first semester, this score does not contribute to the letter grade; it factors into the grade at the end of semester two only.  **Mastering Vocabulary**  This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked.  **Applying Grammar and Mechanics**  This scale has a tight vertical alignment with other courses. Be advised that the instruction of isolated skills, such as the basics of parts of speech, should be provided only when absolutely required—the emphasis in each grade level should be only those supporting skills required to help students access and achieve the Level 3 Learning Targets assigned to each semester.  **Constructing Writing**  This topic is used specifically when either revising work generated by a different writing standard or when assessing writing that is not covered by the course’s other writing topics.  **Collaborating in Discussions**  Use this scale when students are working in groups to process reading topics throughout the course. Strategies such as defined student roles and Socratic seminars help facilitate the collection of this evidence.  **Utilizing Text Evidence**  The use of text evidence is vital for the success of all topics. This topic will be reported in both semesters and allow teachers to capture evidence and learning of strong use of textual evidence throughout all topics of instruction. |

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| **Constructing Writing** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   * **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience * **Create** an organizational structure that logically sequences claims and helps accomplish the purpose * **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience. * **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. * **Apply** the stylistic conventions and expectations of the task or genre * Use technology to **produce**, **publish**, and **present** individual or shared writing products in response to ongoing feedback, including new arguments or information | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**  Students demonstrate they have the ability to:   * Describe the task, purpose, and audience for a given writing task * Produce writing that attends to the requirements of a specific task or prompt * Produce writing for a specific purpose * Produce writing with a specific audience in mind * Produce writing with organization (a clear beginning, middle, and end) * Produce writing with consistent style (formal or informal) * Plan the development of writing using a template or graphic organizer |
| **Standard Language: CCSS ELA W.7.4**  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **Standard Language: CCSS ELA W.7.5**  With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  **Standard Language: CCSS.ELA-LITERACY.W.7.6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | |

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| **Ideal Student Experience:**  Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester. | | | | **Teacher Clarifications**  **Development**: Is able to provide examples and sufficient textual evidence to support claims  **Organization**: Is able to use effectively use transitions to link ideas  **Style**: Is able to vary sentence structure and make effective word choices.  **A 7th grade student should be given opportunities for extended writing that exceed 1 page in length.** | | |
| **Academic Vocabulary**  Development, Organization, Style, Task, Purpose, Audience | | | | **Additional Resources**  No Red Ink Premium: Writing Coach | | |
| **Applying Grammar and Mechanics** | | | | |
| **4** | | **3**  **LEARNING GOAL** | | **2** |
| **Semester 1** | ***Students:***   1. Delete apostrophes used incorrectly to form plural nouns 2. Use commas to avoid misunderstandings (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible) 3. Use commas to set off simple parenthetical elements | ***Students:***   1. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, and obviously faulty subordination and coordination of clauses 2. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 3. Use appropriate punctuation in a series of items (e.g. coordinative adjectives) | | ***Students:***   1. Determine the need for punctuation or conjunctions to join simple clauses 2. Delete commas that create basic sense problems (e.g., between verb and direct object) |
| **Semester 2** | ***Students:***   1. Recognize and correct major problems in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs) 2. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., “He is the oldest of my three brothers”) 3. Ensure subject-verb agreement when there is some text between the subject and verb 4. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) 5. Recognize and correct expressions that differ from idiomatic English | ***Students:***   1. Determine whether an adjective form or an adverb form is called for in a given situation 2. Ensure straightforward subject-verb agreement 3. Ensure straightforward pronoun-antecedent agreement 4. Use prepositions in simple contexts 5. 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*) | | ***Students:***   1. Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences 2. Form the past tense and past participle of irregular but commonly used verbs 3. Form comparative and superlative adjectives |

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| **Ideal Student Experience:**  Students should be able to demonstrate mastery of a skill in their own writing. Isolated practice and assessment of grammar skills is acceptable if students are also provided authentic opportunities to apply these skills. NoRedInk or other grammar tools should be used in conjunction with quality teacher led instruction and authentic assessment. | **Teacher Clarifications**  The design of this scale is to demonstrate vertical articulation. The level 2’s indicate the skills required to meet proficiency at the grade below. The level 4’s indicate the skills required to meet proficiency in the grade following. |
| **Academic Vocabulary** | **Additional Resources**  No Red Ink Premium  [NRI & DMPS Pacing Guide](https://livedmpsk12ia-my.sharepoint.com/:w:/g/personal/alyssa_mcdonald_dmschools_org/EZH5_0XZuBxNppoEBH87enQBI_2DI1AuTlmZeDOsSx0mnQ)  Chompchomp.com  Writing With Power textbook  *The Common Core Grammar Toolkit,* Sean Ruday |

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| **Mastering Vocabulary** | | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)** | | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Consult reference materials, both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech * Verify the preliminary determination of the meaning of a word or phrase |
| **Semester 1**  *Students demonstrate they have the ability to:*   1. **Determine** figurative, connotative, and technical meanings of words 2. **Analyze** the impact of a specific word choice on meaning and tone in a text | **Semester 2**  *Students demonstrate they have the ability to:*   1. **Use** context as a clue to the meaning of a word or phrase 2. **Use** common Greek or Latin affixes and roots as clues to the meaning of a word |
| **Standard Language: CCSS ELA RL.7.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse of stanza of a poem or section of a story or drama.  **Standard Language: CCSS ELA RI.7.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  **Standard Language: CCSS ELA L.7.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. | | | |

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| **Multiple Opportunities**  Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined using the three most recent assessments—this sort of Process-Based grading is a way to pull a grade at any given time while also requiring students to continuously work to keep up with vocabulary acquisition. | **Teacher Clarifications**  Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are **OPTIONAL** but could be a powerful routine homework assignment for your class. In such a case, consider assigning one unit per week and connecting students to materials either through print-outs or an online platform such as Canvas.  ONLY REPORT ON THE 2 LEARNING TARGETS ASSIGNED TO EACH SEMESTER |
| **Academic Vocabulary**  Technical, Context, Affix, Root, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form | **Additional Resources** |

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| **Comprehending Text** | | | | | | |
| **4**   * Read text at the **1177+** Lexile level (Advanced)   RIT Range **232+** | **3.5**   * Read text at the **1087-1176** Lexile level (Proficient)   RIT Range **227-231** | **3**   * Read text at the **997-1086** Lexile level (Proficient)   RIT Range **222-226** | **2.5**   * Read text at the **907-996** Lexile level (Basic)   RIT Range **217-221** | **2**   * Read text at the **817-906** Lexile level (Basic)   RIT Range **212-216** | **1.5**   * Read text at the **421-816** Lexile level (Below Basic)   RIT Range **190-211** | **1**   * Read text at the **BR-420** Lexile level (Below Basic)   RIT Range **100-189** |
| **Standard Language: CCSS ELA RL.7.10**  By the end of grade 7, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **Standard Language: CCSS ELA RI.7.10**  By the end of grade 7, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | | | |

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| **Multiple Opportunities**  This topic should be assessed three times over the course of the year. Students will always be given a score based on their best performance among those three tests (even if the best result is the first one).  ***Reading comprehension increases only by continued exposure to grade-level complex texts in both fiction and non-fiction formats. Students should be responsible for individual reading of texts, avoiding teacher read-aloud for extended lengths.***  [**Middle School Assessment Calendar**](http://data.dmschools.org/uploads/1/3/3/6/13361550/19-20_middle_assessment_calendar.pdf) | **Teacher Clarifications**  This topic is posted in Semester 1 (where it does not factor into the grade) and in Semester 2 (where it **does** factor into the grade). To determine a student’s final grade, use the highest of the 3 scores, regardless of when that score was achieved.  To see a student’s Lexile score in MAP, log into the MAP system and look at the *Class Report*. Another way to see the scores (which will show all scores earned for the year) is to use the MAP Student Detail report in Tableau.  But why are we grading MAP? Why aren’t we using any other BOE’s? We must assess a student’s ability to read. We must clearly communicate through their grade their ability to perform on grade level. Keeping it in a separate category provides opportunities for students to demonstrate other skills to mastery, even if reading ability is not proficient. MAP is our objective measurement tool that eliminates the variability of teacher created comprehension assessments. |

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| **Utilizing Text Evidence** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Support** analysis with inferences and evidence paraphrased and cited directly from text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Describe what a text says explicitly * Draw logical inferences from the text |
| **Standard Language: CCSS ELA RL.7.1**  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Standard Language: CCSS ELA RI.7.1**  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |

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| **Multiple Opportunities:**  Students should be able to circle back throughout the year.  **Collaborating in Discussions** explicitly builds on these skills, and inferences and evidence are an essential part of the context-dependent portions of **Mastering Vocabulary**. This topic pairs readily with **Analyzing Poetry** to fully develop student analyses. | **Teacher Clarifications**  This topic is essential to student success in all other reading topics and is worth ample practice. |
| **Academic Vocabulary**  Cite, Explicit, Inference, Textual Evidence, Paraphrase | **Additional Resources** |

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| **Collaborating in Discussions** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly:***   * **Come to discussions prepared**, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic or text to probe and reflect on ideas under discussion * **Pose questions** that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring discussion back on topic as needed * **Acknowledge new information** expressed by others and, when warranted, modify their own views | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Follow rules for collegial discussions, track progress towards specific goals and deadlines, and define individual roles as needed * Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner * Prepare for participation in a discussion |
| **Standard Language: CCSS ELA SL.7.1**  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7* topics, texts, and issues, building on others' ideas and expressing their own clearly. | | |

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| **Multiple Opportunities**  The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic and the associated reading topic. | **Teacher Clarifications**  This topic is posted in both Semester 1 and Semester 2.  Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment. |
| **Academic Vocabulary**  Prepare, Pose, Reflect, Elaboration, Acknowledge | **Additional Resources** |

**Unit 1: Elements of Literature**

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| **Organizing Principles**  A good unit for novel study, this unit could also be the focus of continued work in shorter fiction pieces.  Students could be given the opportunity to construct brief narrative pieces during this unit to demonstrate  their understanding of story elements and character perspectives. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 7th grader should be exceeding 950L to be proficient in comprehending texts. | |
| **Full-Length Texts**  *The Outsiders,* S. E. Hinton (750L)  *The Giver,*  Lois Lowery (760L)  *Drums, Girls, and Dangerous Pie,* Jordan Sonnenblick (940L) | **Short Pieces**  *Rikki-tikki-tavi (p.72)*  *Seventh Grade (p.30)*  *The Monsters Are Due on Maple Street (p.134)*  *The Scholarship Jacket (p.216)*  *A Christmas Carol (p.386)*  *All Summer in a Day (Ray Bradbury)* |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Analyzing Story Elements**  [**ELA7-ASE unit 2**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA7/ELA7%20Assessments/ELA7-ASE%20unit%202.docx?web=1) | **Analyzing Character Perspective**  [**ELA7-CP unit 2**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA7/ELA7%20Assessments/ELA7-CP%20unit%202.docx?web=1) |

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| **Analyzing Story Elements** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Provide** an objective summary of the plot of a story or drama 2. **Analyze** how particular elements of a story or drama interact (example: how setting shapes the characters or plot) 3. **Analyze** the development of a theme over the course of a text and cite textual evidence to support analysis | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Determine the theme of a text * Identify the basic elements of a story or drama (examples: main characters, setting, stages of plot, types of conflict) * Distinguish between objective and non-objective summaries |
| **Standard Language: CCSS ELA RL.7.2**  Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  **Standard Language: CCSS ELA RL.7.3**  Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | | |

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| **Multiple Opportunities**  As always, reading topics support **Collaborating in Discussions** very well. Additionally, students might practice with **Mastering Vocabulary** when encountering new words in these texts.  This topic is likely to recur in Unit 4 when engaging in **Comparing Literature to Source Material** tasks. | **Teacher Clarifications**  Theme at the secondary level should go beyond one-word answers and instead be more of a statement that encompasses not just an idea (for example: love) but the statement being made by the author about that idea. |
| **Academic Vocabulary**  Development, Theme, Interact, Plot, Setting, Internal Conflict, External Conflict, Objective Summary | **Additional Resources** |

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| **Analyzing Character Perspective** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how an author develops and contrasts the perspectives of different characters or narrators in a text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Describe the differences in the points of view of characters and narrators in a text |
| **Standard Language: CCSS.ELA-LITERACY.RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | | |

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| **Multiple Opportunities**  This topic, especially given its contrasting objective, nicely supports **Collaborating in Discussions**. Additionally, students might very well carry out a **Constructing Writing** or **Writing to Inform** task while addressing the learning goal.  Studying the meaning of words that help to convey perspective may also provide **Mastering Vocabulary** evidence. | **Teacher Clarifications**  *Perspective* refers to the thoughts, motives, etc. of a character, NOT to first-person, third person limited, etc. A brief study of these “story POVs” is helpful to understand how information is conveyed by the author, but should not be the endpoint of learning on this topic. The terms Point of View and Perspective are used interchangeably. |
| **Academic Vocabulary**  Contrast, Develop, Narrator, Perspective, Point of View | **Additional Resources** |

**Unit 2: Poetry**

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| **Organizing Principles**  A unit organized around short text pieces, both fiction and non-fiction, with emphasis on poetry. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 7th grader should be exceeding 950L to be proficient in comprehending texts. | |
| **Full-Length Texts**  *Long Way Down*, Jason Reynolds (720L) | **Short Texts**  *Seventh Grade (p.30)*  *Thank You, Ma’am (p.66)*  *Three-Century Woman (p.240)*  *Charles (p.250)* |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Analyzing Poetry**  [**ELA7-AP unit 1**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA7/ELA7%20Assessments/ELA7-AP%20unit%201.docx?web=1) | |

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| **Analyzing Poetry** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how a poem’s form contributes to its meaning 2. **Analyze** the impacts of rhymes and other repetitions of sounds on a specific verse or stanza of a poem 3. **Interpret** figurative language in a poem 4. **Distinguish** among the connotations (associations) of words with similar denotations (definitions) in a poem | **LEVEL 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Describe the form of a poem * Identify the meaning of a poem * Identify examples of rhymes and other repetitions of sounds in a poem * Identify figurative language in a poem |
| **Standard Language: CCSS ELA RL.7.5**  Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning  **Standard Language: CCSS ELA L.7.5**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | |

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| **Multiple Opportunities:**  Short papers in response to poetry might be ideal evidence for the **Constructing Writing** topic, and conversations on the matter are well suited to **Collaborating in Discussions** tasks. The intricate language of poetry may support **Mastering Vocabulary** as well, but reserve the assessment of *figurative* language for this topic’s targets 3C and 2D.  There are limited opportunities later in the year for this topic to recur, and as such many opportunities for evidence production should be built into this unit. | **Teacher Clarifications**  Rhyme scheme (AABB, ABAB, etc.) is an important part of being able to properly address the form of a poem—this is often overlooked. |
| **Academic Vocabulary**  Form, Meaning, Verse, Stanza, Figurative Language, Rhyme Scheme | **Additional Resources** |

**Unit 3: Argumentation**

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| **Organizing Principles**  A unit focused on how argument works and is successfully made, this unit has many opportunities  for larger project-driven work, from research to presentations, but all things work in service of  argument, claims, and the idea of *sufficient* evidence. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 7th grader should be exceeding 950L to be proficient in comprehending texts. | |
| **Full Length Texts**  *The Outsiders,* S. E. Hinton (750L)  *Barefoot Gen,* [Keiji Nakazawa](https://www.google.com/search?safe=strict&q=Keiji+Nakazawa&stick=H4sIAAAAAAAAAOPgE-LUz9U3MC5MNyxWgjKTKwy05LOTrfST8vOz9XMyS1KLEosq44tTizJTi60SS0sy8osWsfJ5p2ZmZSr4JWYnViWWJwIAYlHNaEoAAAA&sa=X&ved=2ahUKEwjM777YttfhAhUJi6wKHWNzCYEQmxMoATAdegQIDBAH), [Art Spiegelman](https://www.google.com/search?safe=strict&q=Art+Spiegelman&stick=H4sIAAAAAAAAAOPgE-LUz9U3MC5MNyxWAjMNc7IKjbTks5Ot9JPy87P1czJLUosSiyrji1OLMlOLrRJLSzLyixax8jkWlSgEF2Smpqfm5CbmAQDW1VUZSgAAAA&sa=X&ved=2ahUKEwjM777YttfhAhUJi6wKHWNzCYEQmxMoAjAdegQIDBAI) | **Short Texts**  *Jackie Robinson (p.828)*  *Sharks (p.872, 884)* |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |

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| **Evaluating Arguments and Purpose**  [**ELA7-EAP unit 3**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA7/ELA7%20Assessments/ELA7-EAP%20unit%203.docx?web=1) | **Analyzing Central Idea**  [**ELA7-ACI unit 3**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA7/ELA7%20Assessments/ELA7-ACI%20unit%203.docx?web=1) |

**Recommended Academic Literature:** Looking for professional reading to support your own understanding of argumentative writing and analysis? Check out these great resources.

*They Say / I Say: The Moves That Matter in Academic Writing* by Cathy Birkenstein & Gerald Graff

(There are 4 editions of this. All are excellent extensions to the conversation)

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| **Evaluating Arguments and Purpose** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how an author distinguishes his or her point of view from that of others 2. **Evaluate** the argument and specific claims in a text by assessing whether the evidence provides sufficient support of the claims 3. **Analyze** how authors writing about the same topic present key information by emphasizing different evidence or interpretations of facts | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Determine an author’s point of view in a text * Determine an author’s purpose in a text * Trace the argument, claims, and reasoning in a text * Identify examples of opinion in a text and the words that signal an opinion * Describe the way two different authors present the same information |
| **Standard Language: CCSS ELA RI.7.6**  Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **Standard Language: CCSS ELA RI.7.8**  Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  **Standard Language: CCSS ELA RI.7.9**  Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | | |

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| **Multiple Opportunities**  Writing in regards to the effectiveness of arguments can generate **Constructing Writing** evidence and, in the process, also create opportunity for both **Applying Grammar and Mechanics** and **Collaborating in Discussions**. | **Teacher Clarifications**  Seventh grade is the first time that the study of argument starts to account for the opposing perspective—counterclaims. It is important students come away with an idea of how effective writers rebut these alternate claims. |
| **Academic Vocabulary**  Argument, Claim, Distinguish, Emphasize, Evaluate, Interpretation, Sufficient Support  Note that a piece will have just one argument and often several claims. | **Additional Resources** |

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| **Analyzing Central Ideas** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** the development of two or more central ideas over the course of a text and cite textual evidence to support analysis 2. **Provide** an objective summary of a text 3. **Analyze** the structure an author uses and how it contributes to the development of ideas | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Determine the central idea(s) of a text * Identify important details and events in a text * Describe the way two different authors present the same information |
| **Standard Language: CCSS ELA RI.7.2**  Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **Standard Language: CCSS ELA RI.7.5**  Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | | |

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| **Multiple Opportunities**  This topic lends itself well to **Collaborating in Discussions**, and responses to the third Learning Goal Target would make excellent evidence for either **Constructing Writing** or **Writing to Inform** and, potentially, **Applying Grammar and Mechanics**. | **Teacher Clarifications**  An episode is a unit of time (a scene) in a story—several events could happen within an episode. Distinct sections or chapters are the most common implementation of the episode.  Text Structure refers to the five main types of structure: compare/contrast, sequence, problem/solution, description, cause/effect |
| **Academic Vocabulary**  Key Information, Interpretation, Source, Central Idea, Reliable, Summarize | **Additional Resources**  Excellent anchor charts for walls or student notebooks:  <https://datadeb.files.wordpress.com/2012/02/001_text_structures-deb-wahsltrom.pdf>  Flocabulary breakdown of text-structure: (3:49)  https://www.youtube.com/watch?v=7kWGQ-\_ipBY |

**Unit 4: Deeper Reading**

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| **Organizing Principles**  The home of a novel study, this unit focuses upon compare and contrast between historical fiction and  historical accounts, with a summative informative writing experience. The flow of this unit should allow ample  opportunity to revisit year-long topics as well. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. An 7th grader should be exceeding 950L to be proficient in comprehending texts. | |
| **Full Length Texts**  *Bad Boy,* Walter Dean Myers (70L)  *Ninth Ward,* Jewell Parker Rhodes (HL470L)  *Ghost Boys,* Jewell Parker Rhodes (HL360L)  *Nine, Ten: A September 11 Story* Nora Raleigh Baskin (730L)  *One Crazy Summer,* Rita Williams-Garcia (750L)  *Warhorse,* Michael Morpurgo | **Short Texts** |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Comparing Literature to Source Material**  [**ELA7-CLSMv8**](https://livedmpsk12ia.sharepoint.com/sites/resources/CurriculumResources/Secondary%20Literacy/ELA7/ELA7%20Assessments/ELA7-CLSMv8.docx?web=1) | |

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| **Writing to Inform** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to write multi-paragraph informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. These texts:***   * Introduce a topic clearly, previewing what is to follow * Organize ideas, concepts, and information * Develop the topic with relevant facts, definitions, concrete details, quotations, and other information and examples * Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts * Use concise and 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 | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Identify the characteristics of a model informative writing piece * Generate a list of details from relevant information related to a topic * Write a topic sentence * Write a concluding sentence * Write a paragraph with a clear topic and supporting details * Use transitions to link sentences and ideas * Identify formal style |
| **Standard Language: CCSS ELA W.7.2**  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  **Standard Language: CCSS ELA L.7.3**  Use knowledge of language and its conventions when writing, speaking, reading, or listening: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | |

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| **Multiple Opportunities**  Revision of informative writing can provide evidence for **Constructing Writing**. Writing should showcase a student’s grammar and mechanics, creating opportunities to measure the **Applying Grammar and Mechanics** topic as well. | **Teacher Clarifications**  Students should complete several drafts of this paper if possible—each draft is a piece of evidence. **While the basic expectation of 7th grade extended writing is “multi-paragraph” in length, a fully revised piece should exceed a full page as a minimum length.** To make this happen, you will likely need to start instruction on this topic early in the year. |
| **Academic Vocabulary**  Cause & Effect, Concise, Convey, Comparison & Contrast, Concluding Statement, Evidence, Formal Style, Informative, Organization, Precise, Relevant, Supporting Details, Thesis Sentence, Topic Sentence, Transition | **Additional Resources** |

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| **Comparing Literature to Source Material** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Compare** and **contrast** a fictional portrayal of a time, place, or character and a historical account of the same time period 2. **Analyze** how authors of fiction use or alter history 3. **Analyze** how major sections of the text contribute to the development of ideas | **Level 2: (PT)**  ***Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.***  **Guiding Question for the PLC to complete this process:**   * ***What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?***   **Possible Level 2 Guidance:**   * Describe how fictional and historical accounts portray a time, place, or character * List reasons why an author might include historical facts in their fiction |
| **Standard Language: CCSS ELA RL.7.9**  Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  **Standard Language: CCSS ELA RI.7.5**  Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | | |

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| **Multiple Opportunities**  As the final topic of the year, there can (and should) be many ways to connect to the **Constructing Writing**, **Applying Grammar and Mechanics**, and especially the **Collaborating in Discussions** topics.  It may be beneficial to cycle back to **Analyzing Story Elements** and **Analyzing Character Perspective** as part of an in-depth study of this topic. Regardless, this is also the final chance for students to write a substantial **Writing to Inform** task. | **Teacher Clarifications**  This topic requires reading of **historical fiction** alongside study of the historical period reflected in the fiction. |
| **Academic Vocabulary**  Alter, Historical Account, Historical Fiction, Portrayal | **Additional Resources**  [Text Structure Resources](https://education.illinoisstate.edu/downloads/casei/3-01-04-handout%20TextStructureResources%201.pdf) |