![DesMoines Public Schools logo]

# Seventh Grade ELA
## 2017-2018

*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 informative writing as they learn to become more effective communicators and critical consumers of information.*

http://secondaryliteracy.dmschools.org/
http://grading.dmschools.org

Version: Epsilon

# Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

| 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 some of the Level 3 learning targets | **2.5** |
| Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3 | **2.0** |
| Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets | **1.5** |
| Demonstrate none of the learning targets from Level 2 or Level 3 | **1.0** |
| Produce no evidence appropriate to the learning targets at any level | **0** |



The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

**Scale Level Symbols**
- The targets on this level can be **changed**
- Targets on this level can **not** be changed
- **More** targets can be added to this level
- **No** targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

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

Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student's total product or performance must show to score a 3 on that scale.

# Multiple Opportunities

*It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning.* Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. They're about allowing students to demonstrate their learning multiple times in units after their current unit or when learning is scaffolded into future units.

Multiple Opportunities suggestions will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections developed through their PLCs.

**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.

# Course Map

| Unit | Estimated Duration | Content Standards | Grading Topics | Extended Topics |
|------|-------------------|-------------------|----------------|-----------------|
| **Unit One:** *Evidence-Based Reading and Writing* | *9 weeks* | • Reading Literature 1<br>• Reading Informational Text 1 | • Analyzing Textual Evidence | *Collected and Reported*<br>• Constructing Writing *[W4, W5]*<br>• Collaborating in Discussions *[SL1]*<br>• Writing to Inform *[W2, L3]* |
| | | • Reading Literature 5<br>• Language 5 | • Analyzing Poetry | *Collected and Reported* **UNSCORED** |
| **Unit Two:** *Elements of Literature* | *9 weeks* | • Reading Literature 2<br>• Reading Literature 3 | • Analyzing Story Elements | • Comprehending Text *[RL10, RI10]*<br>*Collected but Not Reported*<br>• Mastering Vocabulary *[RL4, RI4, L4]* |
| | | • Reading Literature 6 | • Analyzing Character Perspective | • Applying Grammar and Mechanics *[L1, L2]* |
| **Unit Three:** *Argumentation* | *9 weeks* | • Reading Informational Text 6<br>• Reading Informational Text 8 | • Evaluating Arguments and Purpose | *Collected and Reported*<br>• Mastering Vocabulary *[RL4, RI4, L4]*<br>• Constructing Writing *[W4, W5]* |
| | | • Reading Informational Text 2<br>• Reading Informational Text 9 | • Integrating Multiple Texts | • Applying Grammar and Mechanics *[L1, L2]* |
| **Unit Four:** *Deeper Reading* | *9 weeks* | • Reading Literature 9 | • Comparing Literature to Source Material | • Collaborating in Discussions *[SL1]*<br>• Comprehending Text *[RL10, RI10]*<br>• Writing to Inform *[W2, L3]* |

**Testing Information**
## MAP

**Fall Window**
*Sept 5 – Oct 2*

**Winter Window**
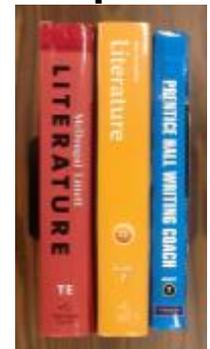*Dec 4 – Jan 12*

**Spring Window**
*Apr 23 – May 18*

## Textbooks

Student Literature:
McDougal Littell Literature Grade 7
© 2008

*Teacher Literature: Holt McDougal Literature Grade 7 © 2012*

Grammar and Writing:
Prentice Hall Writing Coach Grade 7
© 2012

## Snapshot

# Extended Topics

**Year-Long**

## 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 in the first semester and then both collected and reported in the second. 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 is built differently from other scales in the guide to account for its 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.

### Constructing Writing

This topic is used when revising work generated by a different writing standard or when assessing writing that is not Informative in nature.

### Writing to Inform

Seventh grade's emphasis on informative writing is such that it has been elevated to year-long in nature. Traditionally, instruction on this topic has lived in Units 1 and 4. This topic is reported in both semesters.

### 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.

Standard Support

Testing Bank

PLC Resources

| | | **Grading Topic:** **Constructing Writing** |
|---|---|---|
| **4** | ⬤ | *In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.* |
| **3** **Learning Goal** | 🔒 | *Students demonstrate they have the ability to:* A. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (for example: narrative, argumentative, informative/explanatory, research, or literary analysis) B. **Strengthen** writing by planning, revising, and editing |
| **2** | ➕ | *Students demonstrate they have the ability to:* A. **Describe** the task, purpose, and audience for a given writing task B. **Describe** how to modify samples of writing for a specific task, purpose, and audience C. **Plan** writing using a template or graphic organizer |
| **1** | ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* |

### 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.

### Teacher Clarifications
This topic is posted in both Semester 1 and Semester 2. Whenever possible, student extended writing at this level should be held to a one-page minimum length.

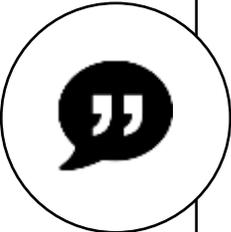Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org
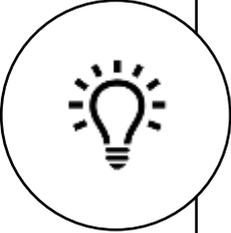
## Academic Vocabulary
Development, Organization, Style, Task, Purpose, Audience

### Multiple Opportunities
Any time students are doing writing that is not Informative in nature, consider also assessing this topic. Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.

## Grading Topic:
## Mastering Vocabulary

| | | |
|---|---|---|
| **4** ⬤ | **In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:** <br> • Possible Target: Investigation | |
| **3** 🔒 <br> **Learning Goal** | **Students demonstrate they have the ability to:** <br> A. **Determine** the meaning of words or phrases as they are used in a text, including technical meanings <br> B. **Use** context as a clue to the meaning of a word or phrase | |
| **2** ➕ | **Students demonstrate they have the ability to:** <br> A. **Acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening <br> B. **Identify** specific words that have an impact on meaning and tone in a text <br> C. **Demonstrate** the use of context clues in structured sentences in isolation | |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* | |

### 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 (e.g., alliteration) on a specific verse or 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.
*Click link at right for additional details on this standard.*
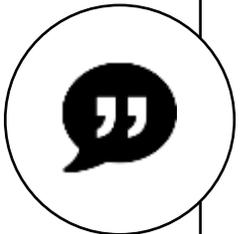
### Teacher Clarifications
This topic is only posted in Semester 2. Instruction on basic word parts and roots/affixes may be warranted to support students in better understanding how to draw meaning from context.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org
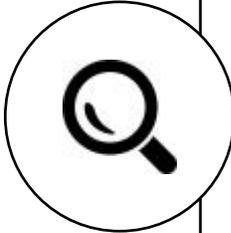
## Academic Vocabulary

Technical, Context
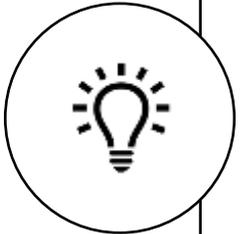
### Multiple Opportunities
Since this topic requires students to work with words in context in order to reach the Learning Goal, consider identifying challenging words in text you are reading for other purposes (such as poetry in Unit 1) and asking students to analyze the meaning of the word in question, using context as evidence to support their interpretation of the word's meaning.

| | Grading Topic:<br>**Collaborating in Discussions** |
|---|---|
| **4** ⬤ | *In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.* |
| **3** 🔒<br><br>**Learning Goal** | *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:*<br>➢ 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<br>➢ 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<br>➢ Acknowledge new information expressed by others and, when warranted, modify their own views |
| **2** ➕ | *Students demonstrate they have the ability to:*<br>A. **Follow** rules for collegial discussions, **track** progress towards specific goals and deadlines, and **define** individual roles as needed<br>B. **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner<br>C. **Prepare** for participation in a discussion |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* |

**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.
*Click link at right for additional details on this standard.*

**Teacher Clarifications**
This topic is posted in both Semester 1 and Semester 2.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org
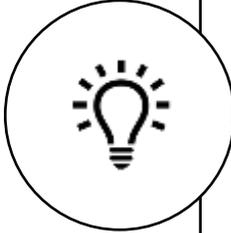
**Academic Vocabulary**

Prepare, Pose, Reflect, Elaboration, Acknowledge

**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.
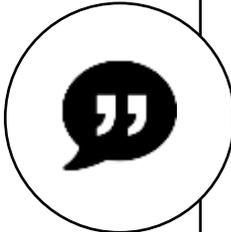
### Grading Topic:
# Comprehending Text

| | | |
|---|---|---|
| **4** | 🔒 | *Students demonstrate they have the ability to:*<br>• Read text at the **1177+** Lexile level (Advanced)<br>• RIT Range **232+** |
| **3.5** | 🔒 | *Students demonstrate they have the ability to:*<br>• Read text at the **1087-1176** Lexile level (Proficient)<br>• RIT Range **227-231** |
| **3** | 🔒 | *Students demonstrate they have the ability to:*<br>• Read text at the **997-1086** Lexile level (Proficient)<br>• RIT Range **222-226** |
| **2.5** | 🔒 | *Students demonstrate they have the ability to:*<br>• Read text at the **907-996** Lexile level (Basic)<br>• RIT Range **217-221** |
| **2** | 🔒 | *Students demonstrate they have the ability to:*<br>• Read text at the **817-906** Lexile level (Basic)<br>• RIT Range **212-216** |
| **1.5** | 🔒 | *Students demonstrate they have the ability to:*<br>• Read text at the **421-816** Lexile level (Below Basic)<br>• RIT Range **190-211** |
| **1** | 🔒 | *Students demonstrate they have the ability to:*<br>• Read text at the **BR-420** Lexile level (Below Basic)<br>• 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.
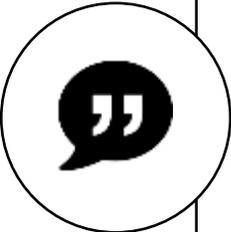
### Teacher Clarifications
This topic is posted in Semester 1 (where it does not factor into the grade) and in Semester 2 (where it **does** factor into the grade).

To 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.

## Academic Vocabulary
*None*
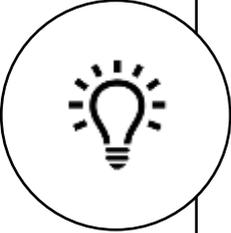
### Multiple Opportunities
This topic should be assessed three times over the course of the year. Students will always be given a score based on their best performance among those three tests (even if the best result is the first one).

## Grading Topic:
## Applying Grammar and Mechanics

| 4 🔒 | 3 🔒 | 2 🔒 |
|---|---|---|
| | **Learning Goal** | |
| *Students demonstrate they have exceptional command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:* | *Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:* | *Students demonstrate they have foundational command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:* |
| A. 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)<br>B. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers")<br>C. Ensure subject-verb agreement when there is some text between the subject and verb<br>D. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)<br>E. Recognize and correct expressions that differ from idiomatic English<br>F. Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)<br>G. Delete apostrophes used incorrectly to form plural nouns<br>H. 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)<br>I. Use commas to set off simple parenthetical elements | A. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, fused sentences, and obviously faulty subordination and coordination of clauses<br>B. Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered<br>C. Determine whether an adjective form or an adverb form is called for in a given situation<br>D. Ensure straightforward subject-verb agreement<br>E. Ensure straightforward pronoun-antecedent agreement<br>F. Use idiomatically appropriate prepositions in simple contexts<br>G. Use the appropriate word in frequently confused pairs (e.g., *there* and *their*, *past* and *passed*, *led* and *lead*)<br>H. Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)<br>I. Use appropriate punctuation in straightforward situations (e.g., simple items in a series) | A. Determine the need for punctuation or conjunctions to join simple clauses<br>B. Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences<br>C. Form the past tense and past participle of irregular but commonly used verbs<br>D. Form comparative and superlative adjectives<br>E. Delete commas that create basic sense problems (e.g., between verb and direct object) |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* | |

*These standards are derived from both the Core (CCSS ELA L 1 and CCSS ELA L 2) and the ACT College and Career Readiness Standards for English.*
*Note that some targets may lend themselves to work in isolation (**recognize and correct, delete**), while others benefit more from applied use in student writing (**form, determine, ensure, use**).*

### Grading Topic:
# Writing to Inform

**4** △

*In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.*

**3** 🔒

**Learning Goal**

*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

**2** ➕

*Students demonstrate they have the ability to:*
A. **Identify** the characteristics of a model informative writing piece
B. **Generate** a list of details from relevant information related to a topic
C. **Write** a topic sentence
D. **Write** a concluding sentence
E. **Write** a paragraph with a clear topic and supporting details
F. **Use** transitions to link sentences and ideas
G. **Identify** formal style

**1** ✖

*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

## Academic Vocabulary

Cause & Effect, Concise, Comparison & Contrast, Concluding Statement, Formal Style, Informative, Organization, Precise, Supporting Details, Topic Sentence, Transition

### 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. *For additional details on this standard, click the link to the right.*

### 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.

### 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 reach 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.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org
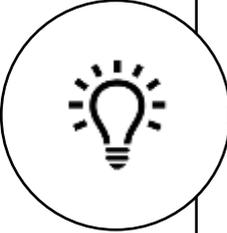
### Multiple Opportunities
Revision of informative writing can provide evidence for **Constructing Writing**. Writing should showcase a student's best grammar and mechanics, creating opportunities to measure the **Applying Grammar and Mechanics** topic as well.

The Revision Assistant software can support this standard in numerous ways. The following informative prompts are reserved for ELA7: Neighborhood of the Future and Tomorrow Seeds
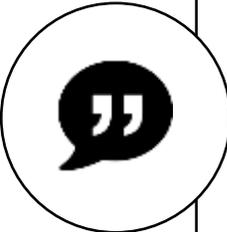
# Unit 1: Evidence-Based Reading and Writing

**9 Weeks**

**Organizing Principles**
A unit organized around short text pieces, both fiction and non-fiction, with particular emphasis on poetry.
Informative writing efforts should begin in this unit and carry through the remainder of the year.

Don't forget:
**MAP testing**
happens in this unit.

## Materials

Commonly Used Full-Length Texts
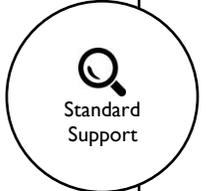*Freak the Mighty*

Commonly Used Short Pieces
*Seventh Grade (p.30)*
*Thank You, Ma'am (p.66)*
*Three-Century Woman (p.240)*
*Charles (p.250)*

Grammar Guidance
Use exercises from Writing Coach to start assessing where on the Applying Grammar and Mechanics scale instruction needs to start. Any time students are writing, take the opportunity to talk about grammar targets that are relevant to the type of writing they are doing.

Standard Support

Testing Bank

PLC Resources

## Grading Topic:
## Analyzing Textual Evidence

**4** ▲ | ***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:***
- Possible Target: Analysis

**3** 🔒

**Learning Goal**

***Students demonstrate they have the ability to:***
A. **Support** analysis with inferences and evidence paraphrased from text
B. **Support** analysis with inferences and evidence cited directly from text

**2** ➕ | ***Students demonstrate they have the ability to:***
A. **Describe** what a text says explicitly
B. **Draw** logical inferences from the text

**1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

### 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.
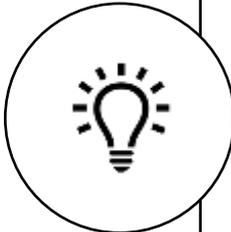
### Standard Language: CCSS ELA RI.7.1
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### Teacher Clarifications
This topic is essential to student success in all other reading topics and is worth ample practice.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org

### 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.

## Academic Vocabulary

Cite, Explicit, Inference, Textual Evidence, Paraphrase
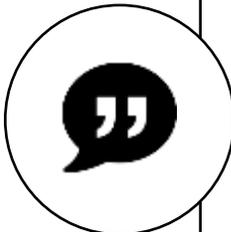
<table>
<tr><td colspan="2"><b>Grading Topic:</b><br><b>Analyzing Poetry</b></td></tr>
</table>

| | |
|---|---|
| **4** ⬓ | *In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*<br>• Possible Target: Investigation |
| **3** 🔒<br><br>**Learning Goal** | *Students demonstrate they have the ability to:*<br>A. **Analyze** how a poem's form contributes to its meaning<br>B. **Analyze** the impacts of rhymes and other repetitions of sounds on a specific verse or stanza of a poem<br>C. **Interpret** figurative language in a poem<br>D. **Distinguish** among the connotations (associations) of words with similar denotations (definitions) in a poem |
| **2** ➕ | *Students demonstrate they have the ability to:*<br>A. **Describe** the form of a poem<br>B. **Identify** the meaning of a poem<br>C. **Identify** examples of rhymes and other repetitions of sounds in a poem<br>D. **Identify** figurative language in a poem |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* |

## Academic Vocabulary

Form, Meaning, Verse, Stanza, Figurative Language, Rhyme Scheme

**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.
*For additional details on this standard, click the link on the right.*

### 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.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org
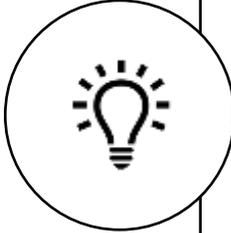
### Multiple Opportunities
Short papers in response to poetry might be ideal evidence for the **Constructing Writing** topic, and conversations on the matter are well suited to **Collaborating in Discussions** tasks. The intricate language of some poetry may support the **Mastering Vocabulary** as well, but be sure to 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.
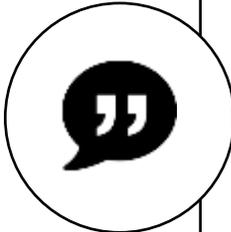
# Unit 2: Elements of Literature

**9 Weeks**

**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.

Don't forget:
**MAP testing**
at the end of the semester.

## Materials

Commonly Used Full-Length Texts
*Freak the Mighty*
*The Outsiders*
*The Giver*
*Drums, Girls, and Dangerous Pie*

Commonly Used 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)*

Grammar Guidance
Continue using Writing Coach and revision on student **Constructing Writing** and **Writing to Inform** tasks to practice and collect evidence on as many targets from **Applying Grammar and Mechanics** as possible. Record evidence separately from Infinite Campus since this topic doesn't show up in the grade book until Semester 2.

Standard Support

Testing Bank

PLC Resources

| | | **Grading Topic:**<br>**Analyzing Story Elements** |
|---|---|---|
| **4** | ◬ | ***In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:***<br>• Possible Target: Investigation |
| **3**<br>**Learning Goal** | 🔒 | ***Students demonstrate they have the ability to:***<br>A. **Analyze** how particular elements of a story or drama interact (example: how setting shapes the characters or plot)<br>B. **Analyze** the development of a theme over the course of a text and cite textual evidence to support analysis |
| **2** | ➕ | ***Students demonstrate they have the ability to:***<br>A. **Determine** the theme of a text<br>B. **Identify** the basic elements of a story or drama (examples: main characters, setting, stages of plot, types of conflict) |
| **1** | ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* |

**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).

**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.

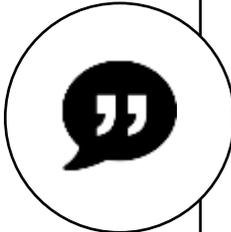Have a request for clarification? Submit it to
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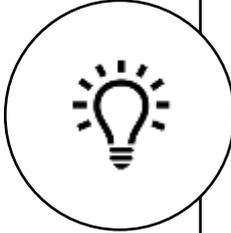
## Academic Vocabulary

Development, Theme, Interact, Plot, Setting, Internal Conflict, External Conflict

**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.

## Grading Topic:
## Analyzing Character Perspective

**4** ◬
*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*
- Possible Target: Decision-Making

**3** 🔒

**Learning Goal**

*Students demonstrate they have the ability to:*
A. **Analyze** how an author develops and contrasts the perspectives of different characters or narrators in a text

**2** ➕
*Students demonstrate they have the ability to:*
A. **Describe** the differences in the points of view of characters and narrators in a text

**1** ✖
*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

### Standard Language: CCSS ELA RL.7.6
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### 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 understanding how information is conveyed by the author, but should not be the endpoint of learning on this topic. At other levels, the terms Point of View and Perspective are used interchangeably. It would be wise to help students see these terms as tightly related.

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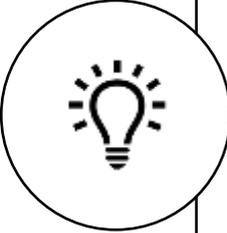
### Academic Vocabulary

Contrast, Develop, Narrator

### 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.
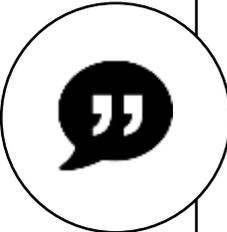
# Unit 3: Argumentation

**9 Weeks**

**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.

## Materials

### Commonly Used Full-Length Texts
*The Outsiders*
*Barefoot Gen*

### Commonly Used Short Pieces
*Jackie Robinson (p.828)*
*Sharks (p.872, 884)*

### Grammar Guidance
Use the editing process on pieces written for **Constructing Writing** or **Writing to Inform** products to practice and collect evidence on as many targets from Applying Grammar and Mechanics as possible. As of this unit, evidence can now be entered in the grade book.

Standard Support

Testing Bank

PLC Resources

### Grading Topic:
## Evaluating Arguments and Purpose

| | | |
|---|---|---|
| **4** ⬓ | *In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* <br> • Possible Target: Decision-Making | |
| **3** 🔒 <br> **Learning Goal** | *Students demonstrate they have the ability to:* <br> A. **Analyze** how an author distinguishes his or her point of view from that of others (counterclaims) <br> B. **Evaluate** the argument and specific claims in a text by assessing whether the evidence provides sufficient support of the claims | |
| **2** ➕ | *Students demonstrate they have the ability to:* <br> A. **Determine** an author's point of view in a text <br> B. **Determine** an author's purpose in a text <br> C. **Trace** the argument, claims, and reasoning in a text <br> D. **Identify** examples of opinion in a text and the words that signal an opinion | |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* | |

### 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.

### 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.

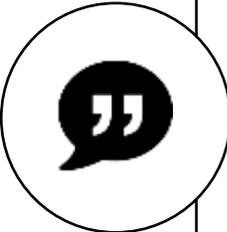Have a request for clarification? Submit it to
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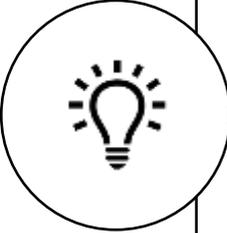
## Academic Vocabulary

Argument, Claim, Distinguish, Evaluate, Sufficient Support, Counterclaim

Note that a piece will have just one argument and often several claims.

### 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**.

| | Grading Topic: **Integrating Multiple Texts** | |
|---|---|---|
| **4** ▲ | *In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* <br> • Possible Target: Decision-Making | |
| **3** 🔒 <br> **Learning Goal** | *Students demonstrate they have the ability to:* <br> A. **Analyze** the development of a central idea over the course of a text and cite textual evidence to support analysis <br> B. **Provide** an objective summary of a text <br> C. **Analyze** how authors writing about the same topic present key information by emphasizing different evidence or interpretations of facts | |
| **2** ➕ | *Students demonstrate they have the ability to:* <br> A. **Determine** the central idea of a text <br> B. **Identify** important details and events in a text <br> C. **Describe** the way two different authors present the same information | |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* | |

**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.7.9**
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.

**Teacher Clarifications**
This topic is very much dependent on finding quality paired readings. Not all such readings need to be on opposite sides of an issue—there is value in pieces that are on the same side but lay out the details differently as well.

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jeremiah.schwennen@dmschools.org
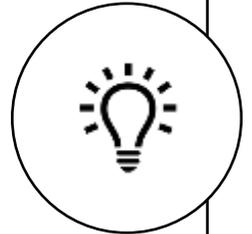
**Academic Vocabulary**
Key Information, Interpretation, Source, Central Idea, Reliable, Summarize

**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**.
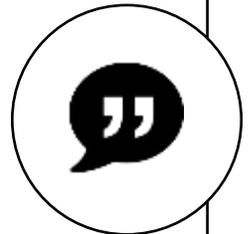
# Unit 4: Deeper Reading

**9 Weeks**

**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.

Don't forget:
**MAP testing**
at the end of
the semester.

## Materials

### Commonly Used Full-Length Texts
*Bad Boy*

### Commonly Used Short Pieces

### Grammar Guidance
This final unit is the last opportunity to secure the Level 3 Learning Targets in Grammar and Mechanics before students move on to ELA8. With this in mind, place deliberate emphasis on scheduling opportunities for students to learn and apply the skills that have not yet been demonstrated.

Standard Support

Testing Bank

PLC Resources

| | | |
|---|---|---|
| | **Grading Topic:**<br>## Comparing Literature to Source Material | |
| **4** △ | *In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*<br>• Possible Target: Investigation | |
| **3** 🔒<br><br>**Learning Goal** | *Students demonstrate they have the ability to:*<br>A. **Compare** and **contrast** a fictional portrayal of a time, place, or character and a historical account of the same time period<br>B. **Analyze** how authors of fiction use or alter history | |
| **2** ➕ | *Students demonstrate they have the ability to:*<br>A. **Describe** how fictional and historical accounts portray a time, place, or character<br>B. **List** reasons why an author might include historical facts in their fiction | |
| **1** ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.* | |

### 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.

### Teacher Clarifications

This topic requires reading of historical fiction alongside study of the historical period reflected in the fiction.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org

## Academic Vocabulary

Alter, Historical Account, Historical Fiction, Portrayal
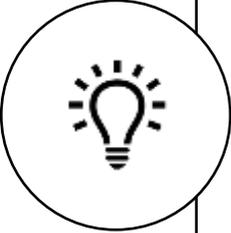
### Multiple Opportunities

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.