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

Course Numbers
• LA701/702
• LA701IB/702IB
• LA7010/7020
• LA7010IB/7020IB

Version: Gamma
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.

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.

### 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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Estimated Duration</th>
<th>Content Standards</th>
<th>Grading Topics</th>
<th>Extended Topics</th>
</tr>
</thead>
</table>
| **Unit One: Evidence-Based Reading and Writing** | 9 weeks | • Reading Literature 1  
  • Reading Informational Text 1 | • Analyzing Textual Evidence | **Collected and Reported** |
| | | • Reading Literature 5  
  • Language 5 | • Analyzing Poetry | **Collected and Reported** |
| | | • Reading Literature 2  
  • Reading Literature 3 | • Analyzing Story Elements | **Collected but Not Reported** |
| | | • Reading Literature 6 | • Analyzing Character Perspective | |
| **Unit Three: Argumentation** | 9 weeks | • Reading Informational Text 6  
  • Reading Informational Text 8 | • Evaluating Arguments and Purpose | **Collected and Reported** |
| | | • Reading Informational Text 2  
  • Reading Informational Text 9 | • Integrating Multiple Texts | **Collected and Reported** |
| **Unit Four: Deeper Reading** | 9 weeks | • Reading Literature 9 | • Comparing Literature to Source Material | **Collected and Reported** |

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**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*
Extended Topics

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.
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
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

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.

Academic Vocabulary
Development, Organization, Style, Task, Purpose, Audience
Grading Topic:
Mastering Vocabulary

In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:
- Possible Target: Investigation

Students demonstrate they have the ability to:
A. **Determine** the meaning of words or phrases as they are used in a text, including technical meanings
B. **Use** context as a clue to the meaning of a word or phrase

Students demonstrate they have the ability to:
A. **Acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening
B. **Identify** specific words that have an impact on meaning and tone in a text
C. **Demonstrate** the use of context clues in structured sentences in isolation

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

Academic Vocabulary
Technical, Context

**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

**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: 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

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

2

Students demonstrate they have the ability to:

A. Follow rules for collegial discussions, track progress towards specific goals and deadlines, and define individual roles as needed
B. Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner
C. Prepare for participation in a discussion

1

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

Academic Vocabulary

Prepare, Pose, Reflect, Elaboration, Acknowledge

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.

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

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

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.
### Comprehending Text

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students demonstrate they have the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Read text at the <strong>1250+</strong> Lexile level (Advanced)</td>
</tr>
<tr>
<td>3.5</td>
<td>Read text at the <strong>1135-1249</strong> Lexile level (Proficient)</td>
</tr>
<tr>
<td>3</td>
<td>Read text at the <strong>1020-1134</strong> Lexile level (Proficient)</td>
</tr>
<tr>
<td>2.5</td>
<td>Read text at the <strong>930-1019</strong> Lexile level (Basic)</td>
</tr>
<tr>
<td>2</td>
<td>Read text at the <strong>840-929</strong> Lexile level (Basic)</td>
</tr>
<tr>
<td>1.5</td>
<td>Read text at the <strong>420-839</strong> Lexile level (Below Basic)</td>
</tr>
<tr>
<td>1</td>
<td>Read text at the <strong>BR-419</strong> Lexile level (Below Basic)</td>
</tr>
</tbody>
</table>

### 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.

### 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).

### Academic Vocabulary

None
<table>
<thead>
<tr>
<th>Grade</th>
<th>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:</th>
<th>Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>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)</td>
<td>A. Determine the need for punctuation or conjunctions to correct awkward-sounding fragments, fused sentences, and obviously faulty subordination and coordination of clauses</td>
<td>A. Determine the need for punctuation or conjunctions to join simple clauses</td>
</tr>
<tr>
<td></td>
<td>B. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., “He is the oldest of my three brothers”)</td>
<td>B. Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered</td>
<td>B. Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences</td>
</tr>
<tr>
<td></td>
<td>C. Ensure subject-verb agreement when there is some text between the subject and verb</td>
<td>C. Determine whether an adjective form or an adverb form is called for in a given situation</td>
<td>C. Form the past tense and past participle of irregular but commonly used verbs</td>
</tr>
<tr>
<td></td>
<td>D. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)</td>
<td>D. Ensure straightforward subject-verb agreement</td>
<td>D. Form comparative and superlative adjectives</td>
</tr>
<tr>
<td></td>
<td>E. Recognize and correct expressions that differ from idiomatic English</td>
<td>E. Ensure straightforward pronoun-antecedent agreement</td>
<td>E. Delete commas that create basic sense problems (e.g., between verb and direct object)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td>F. Use idiomatically appropriate prepositions in simple contexts</td>
<td>F. Use idiomatically appropriate prepositions in simple contexts</td>
</tr>
<tr>
<td></td>
<td>G. Delete apostrophes used incorrectly to form plural nouns</td>
<td>G. Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead)</td>
<td>G. Use the appropriate word in frequently confused pairs (e.g., there and their, past and passed, led and lead)</td>
</tr>
<tr>
<td></td>
<td>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)</td>
<td>H. Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)</td>
<td>H. Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)</td>
</tr>
<tr>
<td></td>
<td>I. Use commas to set off simple parenthetical elements</td>
<td>I. Use appropriate punctuation in straightforward situations (e.g., simple items in a series)</td>
<td>I. Use appropriate punctuation in straightforward situations (e.g., simple items in a series)</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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.schwenen@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: The Man in the Water and Tomorrow Seeds

Academic Vocabulary
Cause & Effect, Concise, Comparison & Contrast, Concluding Statement, Formal Style, Informative, Organization, Precise, Supporting Details, Topic Sentence, Transition
Unit 1: Evidence-Based Reading and Writing

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.

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.

Don’t forget: MAP testing happens in this unit.
Grading Topic: Analyzing Textual Evidence

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:  
  - Possible Target: Analysis |
| 3     | 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
Grading Topic:
Analyzing Poetry

4

In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:
- Possible Target: Investigation

3

Students demonstrate they have the ability to:
A. Analyze how a poem’s form contributes to its meaning
B. Analyze the impacts of rhymes and other repetitions of sounds on a specific verse or stanza of a poem
C. Interpret figurative language in a poem
D. Distinguish among the connotations (associations) of words with similar denotations (definitions) in a poem

2

Students demonstrate they have the ability to:
A. Describe the form of a poem
B. Identify the meaning of a poem
C. Identify examples of rhymes and other repetitions of sounds in a poem
D. Identify figurative language in a poem

1

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

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.

Academic Vocabulary
Form, Meaning, Verse, Stanza, Figurative Language, Rhyme Scheme
Unit 2: Elements of Literature

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.

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.

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

Seventh Grade ELA 2017-2018

9 Weeks

PLC Resources

Standard Support

Testing Bank
Grading Topic: Analyzing Story Elements

| 4 | In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications: |
|   | • Possible Target: Investigation |
| 3 | Students demonstrate they have the ability to: |
|   | A. Analyze how particular elements of a story or drama interact (example: how setting shapes the characters or plot) |
|   | 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: |
|   | A. Determine the theme of a text |
|   | 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 jeremiah.schwennen@dmschools.org

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.

Academic Vocabulary
Development, Theme, Interact, Plot, Setting, Internal Conflict, External Conflict
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 □

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 〇

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.

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

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.

Academic Vocabulary
Contrast, Develop, Narrator
Unit 3: Argumentation

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.
Grading Topic: Evaluating Arguments and Purpose

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

Students demonstrate they have the ability to:

A. Analyze how an author distinguishes his or her point of view from that of others (counterclaims)
B. Evaluate the argument and specific claims in a text by assessing whether the evidence provides sufficient support of the claims

Students demonstrate they have the ability to:
A. Determine an author's point of view in a text
B. Determine an author's purpose in a text
C. Trace the argument, claims, and reasoning in a text
D. Identify examples of opinion in a text and the words that signal an opinion

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 jeremiah.schwennen@dmschools.org

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.

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

Note that a piece will have just one argument and often several claims.
### Grading Topic: Integrating Multiple Texts

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| 4     | In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:  
- Possible Target: Decision-Making |
| 3     | Students demonstrate they have the ability to:  
A. Analyze the development of a central idea over the course of a text and cite textual evidence to support analysis  
B. Provide an objective summary of a text  
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:  
A. Determine the central idea of a text  
B. Identify important details and events in a text  
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.

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

### 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.

### Academic Vocabulary
Key Information, Interpretation, Source, Central Idea, Reliable, Summarize
Unit 4: Deeper Reading

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.

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.

Don’t forget: MAP testing at the end of the semester.
Grading Topic:
Comparing Literature to Source Material

In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:
- Possible Target: Investigation

Students demonstrate they have the ability to:

A. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same time period
B. Analyze how authors of fiction use or alter history

Students demonstrate they have the ability to:

A. Describe how fictional and historical accounts portray a time, place, or character
B. List reasons why an author might include historical facts in their fiction

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

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.

Academic Vocabulary
Alter, Historical Account, Historical Fiction, Portrayal