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| 7th Grade Reading and Language Arts | Des Moines Public Schools | |
| The Des Moines Public Schools Curriculum guide contains the prioritized standards, required pacing, materials and resources, and assessment correlates for the school year. This document is intended to be used in conjunction with the District Level Assessment and classroom assessments to scaffold our students in mastery of the Iowa Core State Standards. | | 2012-2013 Curriculum Guide |

***A Portrait of our Des Moines Public School Student***

To prepare the students of Des Moines Public Schools for college and career readiness, 7th grade reading/language arts is aligned with the Iowa Core Standards and will provide students instruction in reading, writing, speaking, listening, and language. Students will read works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Through wide and deep reading of literature and literary nonfiction and thoughtful exposure to visual media of steadily increasing sophistication, this class will provide literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

When writing in 7th grade, students will take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They will combine elements of different kinds of writing to produce complex and nuanced writing. They will use technology strategically when creating, refining, and collaborating on writing and visual media. They will become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. Students will produce high‐quality first draft text under a tight deadline as well as revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

7th graders will have opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They will work to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline.

Students will learn conventions of Standard English. In this class, students will be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. Students will work to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them.

The content of this class will focus around the guiding questions to be taught in 4 units over the length of the school year. Students will also work on projects, in-class writing, and wide-reading on grade level. Students in 7th grade will especially hone their abilities to paraphrase, use and cite textual evidence, identify and state claim and counterclaim while reading and writing nonfiction texts. While reading literature, students will focus on analysis of story elements and how they work together, identify theme and cite textual evidence in support, and analyze how author’s point of view affects the details of the story. While writing, students will work toward writing with a predictable organizational structure.

**How to use this document**

The curriculum guide breaks the school year into four units. Units 1 and 2 are to be completed by the end of Semester 1, and Units 3 and 4 are to be completed by the end of Semester 2 – or approximately 9 weeks devoted to each unit of study. There are two district level assessments; the first to be given after Unit 2, and the second to be given after Unit 4. The standards should be cycled through as students and teachers advance through the curriculum guide – so a standard taught in Unit 1 may be revisited again in units 2-4. Appendix A contains the standards that should be embedded year-round into instruction.

Each unit has listed *Standards* which come directly from the Iowa Core. The complete standard is listed in Appendix B of this document. These standards have been broken down into more approachable *learner objectives* or *Student Can Statements*. Each learner objective has been assigned a letter so that corresponding test items can be easily identified. The learner objectives are taken directly from the standards and are a more manageable approach to acquisition of the larger standard. Each unit has *essential questions* that can be answered through study of the learner objectives for that unit.

Each learner objective needs to be mastered by the end of the unit. The column *Instructional Focus* is a list of concepts and vocabulary that should be used abundantly with students. *Suggested Material* contains both items from the McDougall Littell text (corresponding page number listed in parentheses behind story) book as well as hyperlinked resources available on the internet. These texts were chosen because they lend themselves in structure and style to the instructional focus.

The standards listed are the curriculum. The suggested materials are resources, vehicles to mastery of the standard. Shaded standards are **essential** to the next level of learning, and must be mastered by the end of the school year. The suggested materials are resources, vehicles to mastery of the standard. Students should engage in one full novel per semester, either independently, with small groups, or whole class.

**Test item** refers to question number on the district level assessment that matches the corresponding learner objective. (*For example, “2” in the test item column refers to question number 2 on the assessment which tests students’ ability to analyze the meaning of a text, or learner objective RL.7.1.a)*

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| Standard | Test Item | Learner Objectives – Students can | Instructional Focus | Suggested Material |
| [RL 1](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-9-10/#rl-9-10-4) | 2 | 1. Analyze the meaning of a text by identifying specific textual evidence that supports main idea 2. Make inferences about a text 3. Use and cite specific text evidence to support or prove that inference | Textual evidence  Inference from text  Explicit ideas from text  Textual analysis | Seventh Grade (30)  Thank You Ma’am (62)  Rikki-Tikki-Tavi (72) |
| 11, 12 13 |
| 14 |

* Any text that is underlined throughout the document is hyperlinked. Click on it and it will lead you to more information.
* The two district level assessments can be found on [Data Director](http://www.achievedata.com/DMPS) by selecting English Language Arts, Grade 7, 2012-13.
* The on-demand writing assessment is also on [Data Director](http://www.achievedata.com/dmps), select English – Writing, Grade 7, 2012-13.
* Please visit the [English Wikispace](http://www.dmpsMSliteracy.wikispaces.com/) for more ideas and lesson plan sharing – www.dmpsMSliteracy.wikispaces.com

All standards listed in this column are standards that students are expected to master. The shaded boxes are standards that will be assessed district-wide by district level assessments. The standards are listed in full in the appendix, and hyper-linked to the Common Core website.

Unit 1 Essential Questions: How do I analyze a story? How can I use textual evidence to support my analysis? How will plot, setting, conflict, and characters affect my analysis? What does informative writing look like? How can I organize my ideas around a variety of topics in informative writing?

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| **Standard** | **Test 1 Items** | **Learner Objective - *Students Can*** | **Instructional Focus** | **Suggested Materials** |
| [RL 1](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-7/) | 2 | 1. Analyze the meaning of a text by identifying specific textual evidence that supports main idea 2. Make inferences about a text 3. Use and cite specific text evidence to support or prove that inference | Textual evidence  Inference from text  Explicit ideas from text  Textual analysis | Seventh Grade (30)  Thank You Ma’am (62)  [Rikki-Tikki-Tavi](http://dmps7languagearts.wikispaces.com/Unit+1) (72) |
| 11, 12 13 |
| 14 |
| [RL 3](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-7/) | 6 | 1. Identify different stages of plot, conflict, setting, and characters 2. Distinguish between internal and external conflict 3. Analyze how different stages of plot, conflict, setting and character work together in a story | Elements of a story/drama  Effect of story elements on other  Plot, Setting, Characters, Point of view, theme, narration, flashback, foreshadowing, suspense, personification | Zebra (182)  Three Century Woman (240)  Charles (250) |
| 3, 4 |
| 5, 7 |
| [RL 5](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-7/) | 20, 25 | 1. Identify the form or structure of a drama or poem 2. Analyze the relationship between form or structure and meaning 3. Support thinking with specific text evidence | Overall meaning of a text  Dramatic form (play structure)  Poetic form – stanzas  Poetic devices | Casey at Bat (128)  Monsters are Due on Maple (134) |
| 24 |
| [W 2](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | *Required* [DMPS rubric](http://www.achievedata.com/dmps) | Write an informative essay that explains ideas by:   1. Provide an introduction to preview and orient the reader 2. Organize writing through a predictable structure 3. Include relevant facts, definitions, quotations, and examples 4. Include transitions between ideas 5. Provide a conclusion that supports information presented 6. Choose topic-dependent vocabulary with variation in word choice 7. Write in a formal tone appropriate for audience | Expository writing  Specific topic and related ideas, concepts, vocabulary  Appropriate organization through predictable structure  Relevancy of information  Transitional words and phrases  Introduction and Conclusion  Formal tone | [Analyzing character and point of view](file:///D:\osp\menu\1\4\10\index.html): Compare/Contrast Essay |
| [W 6](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | [Optional rubric](http://dmps7languagearts.wikispaces.com/Unit+1) | 1. Use the internet and other technology to produce and publish writing 2. Link to and cite sources 3. Use technology to interact and collaborate with others | Internet and other technology  Produce and publish text  Cite resources  Embedding links | Blogger.com  Edmodo.com  Teen Ink  [Article](http://www.edutopia.org/self-publishing-student-writing) from Edutopia |
| [SL 2](http://www.corestandards.org/the-standards/english-language-arts-standards/speaking-and-listening-6-12/grade-7/) | [Optional rubric](http://dmps7languagearts.wikispaces.com/Unit+1) | 1. Identify message and analyze information from diverse media formats (visually, quantitatively, orally) 2. Consider how ideas clarify the topic, text, or point of discussion | Main idea and supporting details  Charts, statistics, graphs, other visual information and its purpose |  |
| [L 3](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-7/) | Student writing | 1. Reduce wordiness and eliminate redundancy by choosing precise and concise language | Conventions of Standard English  Precise and concise language  Wordiness, redundancy  Self-evaluation of writing | Word Wise Grammar File |

Unit 2 Essential Questions: How do I determine the theme and central ideas from texts I read? Why is it important to understand theme? How does the narrative structure and point of view help me understand theme? How do I write a narrative with insight?

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| **Standard** | **Test 1 Items** | **Learner Objective - *Students Can*** | **Instructional Focus** | **Suggested Materials** |
| [RL 2](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-7/) | 19 | 1. Summarize a text objectively 2. Determine theme or central idea 3. Explain how particular details work together over the course of a text to create theme or central ideas, citing specific evidence from text | Theme and central idea  Generalizations of human experience  Objective summary  Symbol | [Video](http://www.youtube.com/watch?v=p4qME64SkxM) that explains theme  Amigo Brothers (310) |
| 1, 18 |
| 15, 16, 17 |
| [RL 6](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-7/) | 22, 8 | 1. Determine the different points of view amongst characters and narrators in a text 2. Analyze how the author develops point of view 3. Analyze how an author contrasts points of view | Point of view of characters and or the narrator  Variations in 3rd person point of view  Details that develop different perspectives within a story | The scholarship Jacket (216)  Retrieved Reformation (226)  Dirk the Protector (268) |
| 21 |
| 9, 10, 23 |
| [RI 1](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 29 | 1. Analyze the meaning of a text by identifying specific textual evidence that supports main idea 2. Make inferences about a text 3. Use and cite specific text evidence to support or prove that inference | Textual evidence  Explicit details from text that support analysis  Inferences that can be made | Back to the Future (150)  The Unnatural Course…(154) |
| 27, 28 |
| 30, 31 |
| [W 3](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | [optional](http://dmps7languagearts.wikispaces.com/Unit+2)  [DMPS](http://dmps7languagearts.wikispaces.com/Unit+2)  [Rubric](http://dmps7languagearts.wikispaces.com/Unit+2) | Write a narrative about real or imagined events by:   1. Engage and orient the reader to the narrator/ characters and situation 2. Organize an event sequence that unfolds naturally 3. Use dialogue, pacing, description, sensory language, descriptive details to develop characters and events 4. Use varying transitional words to covey sequence, setting, and shifts to develop the plot 5. Use a conclusion that follows from narrated experiences, events | Narrative structure and technique (dialogue, pacing)  Sensory language, relevant detail  Transition words  Point of view and characters  Context, conflict, or situation  Sequencing of events or ideas  Reflective conclusion with insight | [Pre-writing](http://dmps7languagearts.wikispaces.com/Unit+2) activities  McDougal Little [Narrative](file:///D:\osp\menu\1\9\12\index.html) |
| [SL 1](http://www.corestandards.org/the-standards/english-language-arts-standards/speaking-and-listening-6-12/grade-7/) | [optional](http://dmps7languagearts.wikispaces.com/Unit+2)  [rubric](http://dmps7languagearts.wikispaces.com/Unit+2) | 1. Prepare for collaborative discussion through research in order to contribute to collegial discussion 2. Develop and follow rules for collegial discussions 3. Listen attentively and ask and answer questions | Topic and set rules for collaborative discussions  Research and prepare by co-created timelines | Participating in a Panel Discussion (308) |
| [SL 4](http://www.corestandards.org/the-standards/english-language-arts-standards/speaking-and-listening-6-12/grade-7/) | [optional](http://dmps7languagearts.wikispaces.com/Unit+2)  [rubric](http://dmps7languagearts.wikispaces.com/Unit+2) | 1. Present claims and findings through select details and examples that compliment main idea 2. Use verbal and non-verbal technique to emphasize key points 3. Use appropriate eye contact, volume, and clear pronunciation | Claims, findings, main idea  Speech etiquette: body language, eye contact, and volume | Creating a Persuasive Podcast (172)  Presenting a Critique (542) |
| [L 5](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-7/) | Student  writing | 1. Interpret figures of speech 2. Use synonyms, antonyms, and analogies to better understand the shades of meaning of a word 3. Distinguish among the connotations of words with similar denotations | Literary and mythological allusions  Synonyms, antonyms, and analogies  Connotations/ denotations  Onomatopoeia, simile, metaphor, imagery, repetition, alliteration, sensory images |  |

Unit 3 Essential Questions: How does the structure of the text contribute to its meaning? How can I organize my ideas around a variety of topics in informative writing? How can I objectively summarize the central idea and details of a text?

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| **Standard** | **Test 2 Items** | **Learner Objective - *Students Can*** | **Instructional Focus** | **Suggested Materials** |
| [RI 2](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) |  | 1. Summarize a text objectively 2. Analyze the development of two or more central ideas within a text 3. Explain how particular details work together over the course of a text to create central idea, citing specific evidence from text | Objective summary  Paraphrasing  Theme and central idea  Details that support theme | Names/Nobmres (780)  Legacy of Vietnam…(216)  First Lady Speaks Out (800) |
| 4, 7 |
| 8, 19 |
| [RI 3](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 9, 20, 25, 26 | 1. Analyze how an author develops individuals, events, and ideas through their interactions with each other 2. Support thinking with specific evidence from the text | Elements of non-fiction: concepts, events, characters, point-of view | The Noble Experiment (808)  Encounter with MLK (258) |
|  |
| [RI 5](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 10, 11 | 1. Determine the organizational structure of a text 2. Analyze how major sections of a text contribute to the whole 3. Analyze how major sections contribute to the development of key concepts | Text structures and author’s purpose  Key concepts and connection to smaller portions of the text | Eleanor Roosevelt (760)  Exploring the Titanic (98)  American Childhood (118) |
| 21 |
| 12, 22 |
| [W 2](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | [Required](http://www.achievedata.com/dmps)  [DMPS](http://www.achievedata.com/dmps)  [Rubric](http://www.achievedata.com/dmps) | Write an informative essay that explains ideas by:   1. Provide an introduction to preview and orient the reader 2. Organize writing through a predictable structure 3. Include relevant facts, definitions, quotations, and examples 4. Include transitions between ideas 5. Provide a conclusion that supports information presented 6. Choose topic-dependent vocabulary with variation in word choice 7. Write in a formal tone appropriate for audience | Specific topic and related ideas, concepts, vocabulary  Appropriate organization through predictable structure  Relevancy of information  Transitional words and phrases  Introduction and Conclusion  Formal tone/diction  Informal tone/diction | Comparison/Contrast (294)  Online Feature Article (620)  Writing activity with Names/Nombres (813)  Research Paper (1028) |
| [W4](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | [Optional](http://dmps7languagearts.wikispaces.com/Unit+3)  [Rubric](http://dmps7languagearts.wikispaces.com/Unit+3) | 1. Produce clear and coherent writing that responds to a task 2. Analyze task to determine requirements and adapt writing accordingly 3. Develop ideas, organize thoughts and use a style appropriate to task and purpose | On-demand writing  Citing sources on assessment  Self-directed graphic organizers and note taking skills | On-demand writing practice prompts |
| [W8](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | [Optional](http://dmps7languagearts.wikispaces.com/Unit+3)  [Rubric](http://dmps7languagearts.wikispaces.com/Unit+3) | 1. Locate relevant resources by using effective search terms 2. Gather relevant information from print and digital sources by assessing credibility and accuracy of sources 3. Paraphrase a text, and cite sources in order to avoid plagiarism | Internet searching guidelines  Credibility and reliability  Commercial qualities  Quote and paraphrase | Research paper (1010, 1031, 1037) |
| [SL 5](http://www.corestandards.org/the-standards/english-language-arts-standards/speaking-and-listening-6-12/grade-7/) | [Optional Rubric](http://dmps7languagearts.wikispaces.com/Unit+3) | Use multimedia components and visual displays to:   1. Clarify claims and findings 2. Emphasize salient points in a presentation | Visual displays in presentations  Means of emphasizing salient points | See [list](http://dmps7languagearts.wikispaces.com/Unit+3) of possible resources |
| [L 1](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-7/) | Student  Writing | 1. Apply convention grammar and usage in writing to convey a message easily understood by audience 2. Explain the function of phrases and clauses in specific sentences vary sentence structures to convey relationships between ideas 3. Use phrases and clauses correctly | Conventions of Standard English  Phrases and clauses  Simple, compound, complex, compound-complex sentences  Misplaced /dangling modifiers |  |

Unit 4 Essential Questions: How do I determine the author’s purpose for writing a text? How do I determine the author’s point of view for writing a text? How do I effectively write a well-supported argument?

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| **Standard** | **Test 2 Items** | **Learner Objective - *Students Can*** | **Instructional Focus** | **Suggested Materials** |
| [RI 6](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 13, 14, 18 | 1. Determine an author’s point of view or purpose in a text 2. Analyze how he/she distinguishes his/her position from that of others | Author’s point of view, purpose  Discrepancies, differences in opinions | It’s Not About the Bike (790)  26 Days in July (796) |
|  |
| [RI 8](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 27 | 1. Identify an argument and its main idea 2. Trace a claim and its reasons to evaluate whether the reasoning is sound 3. Trace a claim and its evidence to evaluate whether evidence is relevant and sufficient | Main idea of an argument  Author’s bias and credibility  Reasoning and evidence  Claims and Argument  Claims and Counterclaims | Why We Shouldn’t go to Mars (928)  Remarks at the Dedication (936)  What do you…Sharks (872)  Great White Sharks (884)  [SIRS](http://sks.sirs.com/cgi-bin/hst-portal-res?id=SDSM20-0-9326) Researcher from AEA |
| 24 |
| 15, 28, 31 |
| [RI 9](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 1 | Analyze how two or more authors writing about the same topic:   1. Shape their presentation of key information 2. Emphasize different evidence 3. Advance different interpretations of facts | Compare and Contrast  Author’s message or purpose  Emphasis in writing | Like Black Smoke (894)  A World Turned Upside Down (902)  Pro Athletes’ Salaries Aren’t…(918)  Do Professional Athletes Get…(922) |
| 5 |
| 2, 3, 16 |
| [W 1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | [Optional](http://dmps7languagearts.wikispaces.com/Unit+4)  [Rubric](http://dmps7languagearts.wikispaces.com/Unit+4) | 1. Identify qualities of an argument 2. Write an argument to support a claim using logical reasoning and relevant evidence 3. Acknowledge and distinguish alternate or opposing claims 4. Organize reasons and evidence logically 5. Use transitions to clarify relationships among claims, counterclaim, reasons, and evidence 6. Provide a concluding statement that follows from and supports argument. 7. Write with a formal style | Claim and thesis  Logical reasoning  Clear and relevant evidence  Logical organization  Precise claims  Counterclaims/ counter argument  Distinguish  Formal style  False Premise, exaggeration  Audience, purpose | Writing Workshop: Argument (162)  Persuasive Essay (988) |
| [W 7](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | [Optional](http://dmps7languagearts.wikispaces.com/Unit+4)  [Rubric](http://dmps7languagearts.wikispaces.com/Unit+4) | 1. Select a topic for short research and develop a single research question 2. Locate several sources to answer question and help generation additional focus questions 3. Use a graphic organizer to record thoughts 4. Answer question through research | Shorter research project  Self-generated questioning  Locating sources to answer questions  Generating additional questions | Media Study (908)  [Student Ebsco](http://search.ebscohost.com/login.aspx?authtype=ip,uid&profile=src) |
| [SL 5](http://www.corestandards.org/the-standards/english-language-arts-standards/speaking-and-listening-6-12/grade-7/) | [Optional Rubric](http://dmps7languagearts.wikispaces.com/Unit+4) | Listen attentively to a speaker to delineate and evaluate:  a. Main argument. b. specific claims, c. claims supported by evidence, d. claims not supported by evidence, e. reasoning and use of supporting evidence | Oral arguments supported by claims, evidence, and reasoning  Note-taking to organize another person’s oral argument | Student guide to academic success (FM 51)  Speaking and Listening Handbook (R 76) |
| [L 2](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-7/) | Student Writing | 1. Apply conventional capitalization, punctuation, and spelling so that message is easily understood by the intended audience 2. Use commas to separate adjectives 3. Spell correctly | Conventions of Standard English  Capitalization, punctuation, spelling, comma, correct spelling  Coordinate Adjectives |  |

**Appendix A**

*Standards to be address yearlong* - Listed here are standards and objectives that should be taught with a high degree of frequency in your classrooms, embedded into all four units when appropriate.

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| **Standard** | **Learner Objective - *Students Can*** | **Instructional Focus** | **Materials (notes)** |
| [RL 4](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-7/) | 1. Determine meaning of unfamiliar words/phrases using context 2. Identify and explain figurative and connotative language with textual support 3. Identify and analyze an author’s use of rhyme 4. Identify and analyze an author’s use of repetition of sounds | Context clues  Figurative Language  Rhyme  Assonance and alliteration |  |
| [RI 4](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 1. Determine the meaning of unfamiliar words/phrasing using context 2. Use features of a text and/or a dictionary to determine the meaning of unfamiliar words/phrases 3. Identify and explain figurative, connotative, and technical language with textual support 4. Analyzer an author’s use of word choice to create meaning and tone | Context clues  Reference materials  Figurative Language  Connotative Language  Technical Language  Meaning and tone |  |
| [L 4](http://www.corestandards.org/the-standards/english-language-arts-standards/language/grade-7/) | 1. Determine the meaning of unknown words or phrases by using context clues 2. Identify and use Greek and Latin affixes and roots as clues to the meaning of a word 3. Use reference materials in print and digital formats to ascertain or verify a word’s pronunciation, meaning, or part of speech | Greek and/or Latin word affixes and roots  Discerning pronunciation |  |
| [RL 10](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-literature-6-12/grade-7/) | 1. Make meaning from difficult stories, dramas, and poems 2. Engage with and appreciate appropriately complex texts 3. Understand techniques for making meaning from difficult stories and poetry 4. Understand and use techniques for selecting texts that are interesting, motivating and appropriate | Genres  Self-monitoring techniques for comprehension: questioning, summarizing, note-taking, etc. |  |
| [RI 10](http://www.corestandards.org/the-standards/english-language-arts-standards/reading-informational-text-6-12/grade-7/) | 1. Make meaning from difficult literary nonfiction 2. Engage with and appreciate difficult texts 3. Understand techniques for making meaning from difficult informational texts 4. Understand and use techniques for selecting texts that are appropriate to topic and taste | Literary non-fiction  Self-monitoring techniques for comprehension: questioning, summarizing, note-taking, etc. |  |
| [W 5](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | 1. Use adult and peer guidance and support to strengthen writing 2. Use planning, revision, editing, or rewriting to strengthen writing 3. Explain and utilize techniques used to make writing appropriate and interesting for audience | Planning, revising, editing, rewriting  Peer-editing techniques  Focused Correction Areas (FCA’s)  Addressing audience |  |
| [W 10](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/grade-7/) | 1. Complete various pieces of writing over varying lengths of time 2. Organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings | Multitude of time and purpose for writing in class  Clear and coherent for purpose/task |  |

**Appendix B**

**The Common Core/Iowa Core State Standards**

**Reading Literature**

**Key Ideas and Details**

* 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.
* 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.
* RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

**Craft and Structure**

* 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.
* RL.7.5.. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
* RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**Integration of Knowledge and Ideas**

* RL.7.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
* RL.7.8. (Not applicable to literature)
* 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.

**Range of Reading and Level of Text Complexity**

* RL.7.10. By the end of the year, 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.

**Reading Information Text**

**Key Ideas and Details**

* 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.
* 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.
* RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Craft and Structure**

* 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.
* 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.
* 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.

**Integration of Knowledge and Ideas**

* RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
* 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.
* 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.

**Range of Reading and Level of Text Complexity**

* RI.7.10. By the end of the year, 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.

**Writing**

**Text Types and Purposes**

* W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
  + Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  + Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  + Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  + Establish and maintain a formal style.
  + Provide a concluding statement or section that follows from and supports the argument presented.
* 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.
  + Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  + Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  + Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  + Use precise language and domain-specific vocabulary to inform about or explain the topic.
  + Establish and maintain a formal style.
  + Provide a concluding statement or section that follows from and supports the information or explanation presented.
* W.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  + Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  + Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  + Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  + Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
  + Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing**

* W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* 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.
* 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.

**Research to Build and Present Knowledge**

* W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
* W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
* W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + Apply *grade 7 Reading standards* to literature (e.g., “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”).
  + Apply *grade 7 Reading standards* to literary nonfiction (e.g. “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”).

**Range of Writing**

* W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening**

**Comprehension and Collaboration**

* 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.
  + Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  + Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  + Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
  + Acknowledge new information expressed by others and, when warranted, modify their own views.
* SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
* SL.7.3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Presentation of Knowledge and Ideas**

* SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
* SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
* SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

**Conventions of Standard English**

* L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  + Explain the function of phrases and clauses in general and their function in specific sentences.
  + Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  + Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
* L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  + Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  + Spell correctly.

**Knowledge of Language**

* 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.\*

**Vocabulary Acquisition and Use**

* 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.
  + Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  + Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
  + Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of 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 (e.g., by checking the inferred meaning in context or in a dictionary).
* L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  + Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  + Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  + Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
* L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Appendix C**

**Pacing and Assessment Calendar**

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| --- | --- |
| 7th Grade | |
| **August** | |
| 22nd | First Day of School |
| 27th | Begin Unit 1 |
| **September** | |
| 3rd | Labor Day – No School |
| **14th** | **Fall District Data Collection Due into DataDirector - SRI** |
| 26th | Staff Development – No School |
| **October** | |
| 5th | **District BASELINE Data Collection Due into DataDirector – Writing Assessment (Informative)** |
| 26th | Staff Development – No School |
| 29th | Begin Unit 2 |
| **November** | |
| 21-23rd | Thanksgiving Holiday |
| **December** | |
| 24-31st | Winter Holiday |
| **January** | |
| 1st | Winter Holiday |
| 16th | First Day of 2nd Semester |
| 16th | Begin Unit 3 |
| **18th** | **Comprehensive Standards Benchmark Due into DataDirector (6-8)** |
| 21st | MLK Day – No School |
| **February** | |
| **1st** | **Mid-Year District Data Collection Due into DataDirector - SRI** |
| 18th | No School |
| **March** | |
| 15-22nd | Spring Recess |
| **April** | |
| 1st | Begin Unit 4 |
| 2-15th | Iowa Assessment Administered Grades 6-8 |
| **26th** | **Spring District Data Collection Due into DataDirector - SRI** |
| **May** | |
| **17th** | **District Data Collection Due into DataDirector – Writing Assessment (Informative)** |
| **24th** | **Comprehensive Standards Benchmark Due into DataDirector (6-8)** |
| 30th | Last Day of School |