

Des Moines Public Schools

# 7th Grade Language Arts

Curriculum Guide

2011-2012

**Des Moines Public Schools  
Literacy Curriculum Guide**

7<sup>th</sup> Grade  
Unit 1  
McD/L Theme1  
8 weeks

<b>Elements of a Story</b>				
<b>Guiding Questions: What makes a story unforgettable?</b>				
<b>Fluency</b>	<b>Speaking and Listening</b>	<b>Comprehension</b>	<b>Writing</b>	<b>Language</b>
<p><i>Read with sufficient accuracy and fluency to support comprehension.</i></p> <p>a. <i>Read on-level text with purpose and understanding.</i></p> <p>b. <i>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</i></p> <p>c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p> <p>Fluency Skills:</p> <ul style="list-style-type: none"> <li>Phrasing</li> <li>Apply knowledge of punctuation to interpret text meaning</li> <li>Reading dialogue</li> <li>Reading using different voices</li> <li>Expression</li> <li>Adjust phrasing and rates for different genres and purposes</li> <li>Use effective rate, volume, pitch, and tone</li> </ul>	<p>Speaking and Listening 2 –</p> <p>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.</p>	<p><b>Reading Literature 3 – Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</b></p> <p><b>Reading Informational 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).</b></p> <p>Reading Literature 5 – Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p>Reading Literature 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).</p>	<p><b>Writing 3 – Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b></p> <p>a. <b>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.</b></p> <p>b. <b>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p>c. <b>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b></p> <p>d. <b>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</b></p> <p>e. <b>Provide a conclusion that follows from and reflects on the narrated experiences or events.</b></p> <p><b>Writing 4 –</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Language 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. 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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>c. 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.</p> <p>d. 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).</p>

Student-friendly Learning Outcomes		7 <sup>th</sup> Grade Unit 1	McD/L Theme 1 8 weeks
<b>Reading Comprehension</b> - I can identify the different stages of plot. I can analyze elements of plot. I can evaluate the way different elements of plot work together in a text. I can distinguish between internal/external conflict.			
<b>Writing</b> - I can explain an experience, real or imagined, using a beginning, middle, and end. I can develop a point of view. I can use narrative techniques in my writing. I can write with a variety of transitions. I can choose the precise word and phrase to capture action and convey events. I can provide a reflective conclusion.			
<b>Fluency</b> - I can read with expression, phrasing, pace, and smoothness to better comprehend the text when reading silently or aloud. I can use my voice to show that the sentence is over (questions, statements, and exclamations). I can use a pause to show the end of a phrase or a clause. I can use the tone of my voice to show the feeling or mood while reading aloud.			
<b>Language/Word Knowledge</b> - I can identify a noun, pronoun, and a verb. I know a noun, pronoun, and a verb function in a sentence. I can identify and determine the meaning of words containing the Greek and Latin roots for Unit 1. I can define and use the academic vocabulary: conflict, cause and effect, exposition, characters, setting, rising action, climax, falling action, resolution.			

McDougal Littell Resources and related supplements		
<p><i>Seventh Grade</i> (fiction) pg.30 Comprehension:</p> <ul style="list-style-type: none"> <li>Stages of Plot</li> </ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"> <li>Vocabulary <a href="#">Flashcards</a> for selection</li> </ul> <p>Other tools and resources:</p> <ul style="list-style-type: none"> <li>Online lesson plan for <a href="#">Seventh Grade</a></li> <li>Student directed video clip: <a href="#">version 1</a></li> <li>Student directed video clip: <a href="#">version 2</a></li> <li>Read, write, think lesson about <a href="#">plot</a></li> <li><a href="#">Bookmark</a> template of plot diagram</li> <li>Online, interactive <a href="#">plot diagram</a></li> <li>Marzano's power thinking <a href="#">activity</a></li> </ul>	<p><i>Monsters are Due on Maple Street</i> (fiction) pg. 134 Comprehension:</p> <ul style="list-style-type: none"> <li>Conflict in Drama</li> <li>Stages of Reading a Play</li> </ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"> <li>Tier 2 vocabulary</li> <li>Vocabulary <a href="#">Flashcards</a> for selection</li> </ul> <p>Other tools and resources:</p> <ul style="list-style-type: none"> <li><a href="#">Twilight Zone</a> – video clip</li> <li>Black and White video clip: <a href="#">version 2</a></li> <li>Search page of <a href="#">video options</a></li> <li>Marzano's power thinking <a href="#">activity</a></li> </ul>	<p><i>Rikki-Tikki-Tavi</i> (fiction) pg. 72 Comprehension</p> <ul style="list-style-type: none"> <li>Conflict</li> <li>Cause and Effect</li> </ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"> <li>Tier 2 vocabulary:</li> <li>Vocabulary <a href="#">Flashcards</a></li> </ul> <p>Other tools and resources:</p> <ul style="list-style-type: none"> <li><a href="#">Cobra vs. Mongoose</a> on National Geographic</li> <li><a href="#">Animated cartoon</a>, narrated by Orson Wells</li> <li>Marzano's power thinking <a href="#">activity</a></li> </ul>

<i>Thank You Ma'am</i> (fiction) pg. 62 Comprehension: <ul style="list-style-type: none"><li>• Internal &amp; External conflict</li><li>• Making Inferences</li></ul> Language/Word Knowledge <ul style="list-style-type: none"><li>• Tier 2 vocabulary:</li><li>• Vocabulary <a href="#">flashcards</a></li></ul> Other tools and resources: <ul style="list-style-type: none"><li>• Marzano's power thinking <a href="#">activity</a></li><li>• <a href="#">Author study</a> Langston Hughes</li></ul>	<i>Exploring Titanic</i> (non-fiction) pg. 98 Comprehension: <ul style="list-style-type: none"><li>• Narrative non-fiction</li><li>• Chronological Order</li></ul> Language/Word Knowledge: <ul style="list-style-type: none"><li>• Tier 2 Vocabulary:</li><li>• Vocabulary <a href="#">flashcards</a></li></ul> Other tools and resources: <ul style="list-style-type: none"><li>• <a href="#">Classzone</a>: Robert D. Ballard</li></ul>	<div>7<sup>th</sup> Grade Unit 1</div> <div>McD/L Theme1 7 weeks</div>
<i>Casey at the Bat</i> (poem) pg. 128 Comprehension: <ul style="list-style-type: none"><li>• Inferences</li></ul> Other tools and resources: <ul style="list-style-type: none"><li>• <a href="#">Animated</a> version, video clip</li><li>• <a href="#">Classzone</a>: Earnest Lawrence Thayer</li></ul>	<i>Charge of the Light Brigade</i> (poem) 570 Comprehension: <ul style="list-style-type: none"><li>• Rhythm and meter</li><li>• Strategies for reading Narrative poem</li></ul> Other tools and resources: <ul style="list-style-type: none"><li>• Video clip of <a href="#">The Blind Side</a></li><li>• <a href="#">Classzone</a>: Lord Alfred Tennyson</li></ul>	<i>Highwayman</i> (poem) 575 Comprehension: <ul style="list-style-type: none"><li>• Rhythm and Meter</li><li>• Strategies for reading Narrative poetry</li></ul> Other tools and resources: <ul style="list-style-type: none"><li>• <a href="#">Classzone</a>: Alfred Noyes</li><li>• Additional Selection Background,</li><li>• Vocab Practice: Flash Cards/Interactive Games</li></ul>
<div><b>Language</b> – Grammar .</div> <div><ul style="list-style-type: none"><li>• ns, pronouns, and verbs (<i>Grammar for Writing, Lessons 2,3,4</i>)</li></ul></div> <div>Nou</div>	<div><b>Language</b> – Vocabulary (<i>Standards Lesson File for Vocabulary</i>)</div> <div><ul style="list-style-type: none"><li>• Academic Vocabulary: conflict, cause and effect, exposition, characters, setting, rising action, climax, falling action, resolution.</li><li>• Word Analysis: McD/L Word Wise word analysis I, II</li><li>• Greek and Latin Roots: mon/mono, uni, bi, tri, quadr/qar, quint, pent, oct, dec, cent</li></ul></div>	
Writing Activities, Resources, and Assessment: <ul style="list-style-type: none"><li>• Writing Template – <a href="#">Personal Narrative</a></li><li>• Write-smart personal narrative rubric</li><li>• Writing prompt of the dog (picture) from write-smart</li></ul>		

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Characters and point of view	Guiding Questions: What makes a great character?			
Fluency	Speaking and Listening	Comprehension	Writing	Language
<p><i>Read with sufficient accuracy and fluency to support comprehension.</i></p> <p>a. <i>Read on-level text with purpose and understanding.</i></p> <p>b. <i>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</i></p> <p>c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p> <p>Fluency Skills:</p> <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Apply knowledge of punctuation to interpret text meaning</li> <li>• Reading dialogue</li> <li>• Reading using different voices</li> <li>• Expression</li> <li>• Adjust phrasing and rates for different genres and purposes</li> <li>• Use effective rate, volume, pitch, and tone</li> </ul> <p>*Possible Activity:</p>	<p>Speaking and Listening 1 –</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. 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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. 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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><b>Reading Literature 6 – Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</b></p> <p><b>Reading Informational Text 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.</b></p> <p>Reading Informational Text 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).</p>	<p>Writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p>	<p><b>Language 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>Language 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>

## Student friendly Learning Outcomes

**Reading Comprehension** - I can define first person and third person points of view and identify them within a text. I can determine the author's purpose for writing a piece of text. I can determine the author's point of view in a story. I can compare different viewpoints of characters or narrators within a story. I can analyze how an author distinguishes his or her point of view from another person's point of view.

**Writing** - I can collaborate with my peers in the writing process. I can write using the writing process of brainstorming, revising, and editing to make my writing better. I can write to address my audience and a purpose.

**Fluency** - I can read with expression, phrasing, pace, and smoothness to better comprehend the text when reading silently or aloud. I can use different intonations to bring characters to life. I can adjust my rate, pitch, and volume to reflect meaning.

**Word Knowledge/Language** – I can identify adjectives and prepositions. I know how adjectives and prepositions function in a sentence. I can correctly use comparative and superlative forms of adjectives and adverbs. I can identify and determine the meaning of words containing the Greek and Latin roots for Unit 1. I can define and use the academic vocabulary: point of view, author's purpose, analyze, distinguish, idioms, multiple meanings, adjectives, adverbs, and prepositions.

## McDougall Littell Resources and related supplements

*Retrieved Reformation* (fiction), 228

Comprehension:

- Omniscient point of view
- Predicting
- Making inferences

Language/Word Knowledge:

- Tier 2 vocabulary:

Other tools and resources:

- Reader's theater

*Three Century Woman* (fiction), 242

Comprehension:

- Characterization
- Making inferences
- Setting a purpose for reading
- Comparing characters

Language/Word Knowledge:

- Tier 2 vocabulary:

Other tools and resources:

- [Video clip](#) about world's oldest woman

*Encounter with MLK*, (autobiography), 260

Comprehension:

- Characterization in Non-fiction
- Connections

Language/Word Knowledge:

- Tier 2 vocabulary:

Other tools and resources:

- King's speech: [I Have A Dream](#)

<i>Dirk the Protector</i> (memoir), 270 Comprehension: <ul style="list-style-type: none"><li>Point of view in a memoir</li><li>Identify cause and effect relationships</li></ul> Language/Word Knowledge Other tools and resources: <ul style="list-style-type: none"><li><a href="#">Classzone</a> author study: Gary Paulsen</li><li><a href="#">Randomhouse</a>: Gary Paulsen</li><li><a href="#">My Life in Dog Years</a>, Gary Paulsen</li></ul>	<i>The Names</i> (poem), 550 Comprehension: <ul style="list-style-type: none"><li>Characteristics of free verse</li><li>Imagery</li><li>1<sup>st</sup> person point of view</li></ul> Language/Word Knowledge: Other tools and resources: <ul style="list-style-type: none"><li><a href="#">Video clip</a></li></ul>	<i>Annabelle Lee</i> (poem), 567 Comprehension: <ul style="list-style-type: none"><li>Empathizing with the narrator</li><li>Sound Devices</li><li>Narrator has unique character traits</li><li>Drawing Conclusions based on point of view</li></ul> Language/Word Knowledge Other tools and resources: <ul style="list-style-type: none"><li>Dramatic reading of <a href="#">poem</a></li></ul>
<i>Four Skinny Trees</i> (poem), 604 Comprehension: <ul style="list-style-type: none"><li>Mood and figurative language</li><li>Repetition</li><li>Set a purpose for reading</li></ul>		
<b>Language – GUM</b> <ul style="list-style-type: none"><li>Sentence parts, subject/verb agreement . (<i>Grammar for Writing, Lessons 1, 9</i>)</li></ul>	<b>Language – Vocabulary</b> <ul style="list-style-type: none"><li>Academic Vocabulary: point of view, author’s purpose, analyze, distinguish, idioms, multiple meanings, adjectives, adverbs, and prepositions</li><li>Greek and Latin Roots: <i>micro, mega, super, hyper, tele, phon, photo, graph, geo</i></li></ul>	
Writing Activities, Resources, and assessment		

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Literacy Curriculum Guide**

7<sup>th</sup> Grade  
Unit 3  
7 weeks

<b>Biographies and autobiographies</b>	<b>Guiding Questions: What do you learn about yourself by studying the lives of others, past and present?</b>			
<b>Fluency</b>	<b>Speaking and Listening</b>	<b>Comprehension</b>	<b>Writing</b>	<b>Language</b>
<p><i>Read with sufficient accuracy and fluency to support comprehension.</i></p> <p><i>a. Read on-level text with purpose and understanding.</i></p> <p><i>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</i></p> <p><i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p> <p>Fluency Skills:</p> <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Apply knowledge of punctuation to interpret text meaning</li> <li>• Reading dialogue</li> <li>• Reading using different voices</li> <li>• Expression</li> <li>• Adjust phrasing and rates for different genres and purposes</li> <li>• Use effective rate, volume, pitch, and tone</li> </ul> <p>*Possible Activity:</p>	<p>Speaking and Listening 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.</p>	<p><b>Reading Literature 1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p><b>Reading Informational Text 1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p>Reading Informational Text 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.</p>	<p><b>Writing 2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b></p> <p>a. 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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Writing 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.</p> <p>Writing 7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Writing 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.</p>	<p><b>Language 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.</b></p> <p>Language 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>



Purpose Statements, Learning Outcomes, I can statements

Reading Comprehension - I can make inferences while reading. I know how to support an inference by citing evidence from the text. I can analyze what a text says exactly. I can analyze what a text infers. I can I can summarize a text after reading it. I can visualize while reading. I can identify the characteristics of a biography,. I can recognize quotations in text while reading. I can compare and contrast my own life to the lifves of people that I read about.

Writing – I can examine a topic in my writing. I can write about ideas, concepts and information related to this topic. I can organize my writing to make my ideas clear. I can use the appropriate tone for my audience when writing informative/explanatory writing. I can use vocabulary specific to the topic in my writing.

Fluency - I can read with expression, phrasing, pace, and smoothness to better comprehend the text when reading silently or aloud. I can adjust my rate to reflect what is happening in the story. I can read at the same speed as when I talk. I can read with smoothness and expression.

Word Knowledge/Language - I can identify an adjective and an adverb. I know how an adjective and an adverb function in a sentence. I can identify and determine the meaning of words containing the Greek and Latin roots for Unit 3. I can define and use the academic vocabulary: inference, cite/citations, evidence, explicit.

McDougall Littell Resources and related supplements

<p><i>Name, Nombres, 1780</i> Comprehension</p> <ul style="list-style-type: none"> <li>• Writer’s Message</li> <li>• Making Connections</li> </ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"> <li>• Tier 2 vocabulary:</li> </ul> <p>Other Tools and Resources:</p>	<p><i>The Noble Experiment/Jackie Robinson, 822</i> Comprehension</p> <ul style="list-style-type: none"> <li>• Characteristics of Autobiography</li> <li>• Summarizing</li> </ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"> <li>• Tier 2 vocabulary:</li> </ul> <p>Other Tools and Resources:</p> <ul style="list-style-type: none"> <li>• Sports Century – Jackie Robinson <a href="#">video clip</a></li> </ul>	<p><i>It’s Not About the Bike, 798</i> Comprehension</p> <ul style="list-style-type: none"> <li>• Direct Quotations</li> <li>• Making Inferences</li> </ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"> <li>• Tier 2 vocabulary:</li> </ul> <p>Other Tools and Resources:</p> <ul style="list-style-type: none"> <li>• Lance Armstrong: <a href="#">Livestrong</a></li> </ul>
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<div>Unit 3</div>		
<p><i>Malcolm X</i>, 802</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>• Biography</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>• Tier 2 vocabulary:</li></ul> <p>Other tools and resources:</p>	<p><i>Lucy Stone</i>, 852</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>• Historical Drama</li><li>• Visualizing</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>• Tier 2 vocabulary:</li></ul> <p>Other tools and resources:</p>	<p><u>Bad Boy</u>, by Walter Dean Myers</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>• Making judgments and supporting with textual evidence</li><li>• Cause and effect in writing</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>• Tier 2 vocabulary</li></ul> <p>Other tools and resources:</p> <ul style="list-style-type: none"><li>• <a href="#">Annotated list</a> of interviews and lesson plans associated with book and author</li></ul>
<p>Language – GUM</p> <ul style="list-style-type: none"><li>• Adjective, adverb (<i>Grammar for Writing, Lesson 5</i>)</li><li>• Sentence structure (<i>Grammar for Writing, Lesson 6</i>)</li><li>• Prepositions, conjunctions, and interjections (<i>Grammar for Writing, Lesson 7</i>)</li></ul>		<p>Language – Vocabulary</p> <ul style="list-style-type: none"><li>• Academic Vocabulary:</li><li>• Greek and Latin Roots: <i>therm, scope, meter, logy, spec/spect/spic, port, form, dic/dict, aud, vid/vis</i></li></ul>
<p>Writing Activities, Resources, and Assessments:</p> <ul style="list-style-type: none"><li>• Creating a bibliography, online resources: <a href="#">easy bib</a>, <a href="#">noodle bib</a></li><li>• Expository/Informative <a href="#">writing prompts</a> from essay-smart</li></ul>		

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7<sup>th</sup> Grade  
Unit 4  
7 weeks

Information and Persuasion	Guiding Question: Can you believe everything you read?			
Fluency	Speaking and Listening	Comprehension	Writing	Language
<p><i>Read with sufficient accuracy and fluency to support comprehension.</i></p> <p>a. <i>Read on-level text with purpose and understanding.</i></p> <p>b. <i>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</i></p> <p>c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p> <p><b>Fluency Skills:</b></p> <ul style="list-style-type: none"> <li>• <i>Phrasing</i></li> <li>• <i>Apply knowledge of punctuation to interpret text meaning</i></li> <li>• <i>Reading dialogue</i></li> <li>• <i>Reading using different voices</i></li> <li>• <i>Expression</i></li> <li>• <i>Adjust phrasing and rates for different genres and purposes</i></li> <li>• <i>Use effective rate, volume, pitch, and tone</i></li> </ul> <p><b>*Possible Activity:</b></p>	<p><i>Speaking and Listening 3– Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p> <p>a. <i>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</i></p> <p><i>Speaking and Listening 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.</i></p>	<p><b>Reading Informational Text 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.</b></p> <p><b>Reading Informational Text 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.</b></p>	<p><b>Writing 1 – Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><i>Writing 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.</i></p> <p><i>Writing 7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</i></p> <p><i>Writing 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.</i></p>	<p><b>Language 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.</b></p> <p><i>Language 3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p> <p>a. <i>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</i></p>

**Student Friendly Learning Outcomes**

Reading Comprehension - I can tell the difference between fact and opinion based by using textual evidence. I can find the main idea in a text and use details to support it. I can use text features to find and understand information. I can read or listen to an argument and determine if the argument contains valid points. I can see the differences when two different author's write about the same text. I can analyze the difference in point of view of author's when they include different information on the same topic.

Writing - I can write a well-organized persuasive essay that supports my opinion with evidence. I can maintain formal tone in my writing. I can structure my essay so that my argument and claims are logical. I can identify an author's bias within a text.

Fluency – I can read with expression, phrasing, pace, and smoothness to better comprehend the text when reading silently or aloud. I can adjust my rate for what is happening in the passage. I can adjust my rate for the genre. I can present information aloud.

Word Knowledge/Language - I can identify a verb. I understand how different suffixes change the meanings of verbs. I can consistently and correctly use past, present, and future verb tenses within a piece of writing. I can identify and determine the meaning of words containing the Greek and Latin roots for Unit 4. I can define and use the academic vocabulary: persuasion, argument, formal tone, structure, logical, bias.

**McDougall Littell Resources and related supplements**

*Reader's Workshop: Reading for Information*, 868-871

Comprehension:

- Identify main idea and supporting details
- Identify topic sentences
- Take notes in a graphic organizer/outline format
- Identify and use text features

Language/Word Knowledge:

Other tools and resources:

- **BPT** pg. A22, B18, D23, D 46, A 25, B6
- **RM** pg. 9-10, 15-16 (pg. 4-5 has a list of all resources)

*What do you know about Sharks?* (Non-fiction), pg. 872-883

Comprehension:

- Identify and use text features
- Outline a text
- Identify main idea and supporting details

Language/Word Knowledge:

Other tools and resources:

- **BPT** pg. A1, E8, 43-46, 31-38, A34, B16, B17, B37
- **RM** pg. 18-42
- **SLF-RIT**: Informational Text Lesson 1 (Text Features), Reading Lesson 4 (Main Idea/Details)
- **SLF-WRSS**: Lesson 15 (Outlining your Reading)
- **SLF- Grammar**: Lesson 20 (Missing or Misplaced Commas)
- **IRW**: Lesson 8A
- Shark Week Cash Cab [Video Quiz](#)
- Ultimate Shark Week Video Clip

*Pro Athlete's Salaries Aren't overly Exorbitant/Do Professional Athletes get Paid too much?* (Non-fiction), 918-927

Comprehension:

- Analyze the elements of an argument
- Analyze an argument
- Evaluate reasoning

Language/Word Knowledge:

Other Tools and Resources:

- **BPT** pg. 43-46, 31-38, E8, B18,
- **RM** pg. 109-134
- **SLF-RIT**: Reading Lesson 13 (Types of Faulty Reasoning), Informational Texts Lesson 14 (Elements of an Argument)
- **SLF-V**: Lesson 22 (Idioms)
- **SLF-G**: Lesson 20 (Missing or Misplaced Commas)

<p><i>Great White Sharks</i> (non-fiction), 884-893</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>Identify fact and opinion</li><li>Recognize and analyze author’s bias</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>Tier 2 Vocabulary:</li></ul> <p>Other Tools and Resources:</p> <ul style="list-style-type: none"><li><b>BPT</b> pg. 43-46, 31-38, A28, B22, E10</li><li><b>RM</b> pg. 43-66</li><li><b>SLF-RIT</b>: Reading Lesson 5(Distinguishing Fact from Opinion), Reading Lesson 17 (Author’s Credibility)</li><li><b>SLF-V</b>: Lesson 4 (Prefixes Various Types), Lesson 10 (Latin Roots: Active Verbs)</li></ul>	<p><i>Like Black Smoke: The Black Death’s Journey/A World Turned Upside Down</i> (Non-fiction), 894-907</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>Identify and compare patterns of organization</li><li>Interpret graphic aids</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>Tier 2 Vocabulary:</li></ul> <p>Other tools and resources:</p> <ul style="list-style-type: none"><li><b>BPT</b> pg. 43-46, 31-38, E9, A34, B23, A2, A24</li><li><b>RM</b> pg. 67-94</li><li><b>SLF-RIT</b>: Informational Texts (lessons 2, 4, 21, 24)</li><li><b>SLF-WRSS</b>: Writing Lesson 29 (compare/contrast essay)</li><li>The Black Death <a href="#">Video</a></li></ul>	<p><i>Media Study: Persuasive Techniques in Commercials</i>, 944-947</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>Recognize and analyze persuasive techniques</li><li>Identify a target audience</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>Tier 2 Vocabulary:</li></ul> <p>Other tools and Resources:</p> <ul style="list-style-type: none"><li><b>RM</b> pg. 185-194</li><li><b>MediaSmart DVD</b></li><li><b>SLF-MSSL</b>: Media Lessons 13, 15, 16</li></ul>
<p><i>Media Study: News Reports</i>, 908-911</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>View a news report to identify characteristics of news-worthiness</li><li>Compare how different media cover the same event</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>Tier 2 vocabulary:</li></ul> <p>Other Tools and Resources:</p> <ul style="list-style-type: none"><li><b>RM</b> pg. 95-104</li><li><b>MediaSmart DVD</b></li><li><b>SLF-MSSL</b>: Media Lessons 8, 9, and 10</li></ul>	<p><i>Reader’s Workshop: Argument and Persuasion</i>, 912-917</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>Understand elements of an argument</li><li>Analyze persuasive techniques</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>Tier 2 Vocabulary:</li></ul> <p>Other Tools and Resources</p> <ul style="list-style-type: none"><li><b>BPT</b> pg. 31-38, B19, A25, B17,</li><li><b>RM</b> pg. 105-108</li></ul>	
<p>Language – GUM</p> <ul style="list-style-type: none"><li>Verbs and Verbal Phrases,( <i>Grammar for Writing, Lessons 7</i>)</li></ul>	<p>Language – Vocabulary and word knowledge</p> <ul style="list-style-type: none"><li>Academic Vocabulary: persuasion, argument, formal tone, structure, logical, bia</li><li>Greek and Latin Roots: <i>gress, rupt, tract, mob/mot, fract, flect/flex, ject, mis/mit, man, scrib/script</i></li></ul>	
<p>Writing Activities, Resources, and Assessment:</p> <ul style="list-style-type: none"><li>Persuasive Essay -- Unit Writing Project, 948-955</li><li>AEA Online Resource: use AEA11 username and password to research issues/topics for persuasive essays</li><li><b>BPT</b>: Pg. 43-46 and Persuasive Writing Template, <b>RM</b>: pg. 195-206, <b>SLF-WRSS</b>: Writing Lessons 19, 22. 34, 40, 47, <b>SLF-MSSL</b>: Speaking and Listening Lesson 1</li><li><b>WriteSmart CD</b>, <b>Writing Center at Classzone.com</b>, <b>EssaySmart</b></li></ul>		

**Des Moines Public Schools  
Literacy Curriculum Guide**

7<sup>th</sup> Grade  
Unit 5  
7 weeks

Theme	Guiding Questions: What's the big idea? What are there universal themes in literature that inform us about being human? What makes a story unforgettable?			
Fluency	Speaking and Listening	Comprehension	Writing	Language
<p><i>Read with sufficient accuracy and fluency to support comprehension.</i></p> <p>a. <i>Read on-level text with purpose and understanding.</i></p> <p>b. <i>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</i></p> <p>c. <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p> <p>Fluency Skills:</p> <ul style="list-style-type: none"> <li>• Phrasing</li> <li>• Apply knowledge of punctuation to interpret text meaning</li> <li>• Reading dialogue</li> <li>• Reading using different voices</li> <li>• Expression</li> <li>• Adjust phrasing and rates for different genres and purposes</li> <li>• Use effective rate, volume, pitch, and tone</li> </ul> <p>*Possible Activity</p>	<p>Speaking and Listening 5 –</p> <p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>Reading Literature 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.</b></p> <p><b>Reading Informational Text 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.</b></p> <p>Reading Literature 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.</p>	<p>Writing 9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 7 Reading standards</i> 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").</p> <p>b. Apply <i>grade 7 Reading standards</i> 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").</p>	<p><b>Language 4: Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 7 reading and content, choosing flexibility from a range of strategies.</b></p> <p>Language 2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p> <p>Language 6 – Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

# Purpose Statements, Learning Outcomes, I can statements

**Reading Comprehension** – I can determine the theme or central idea of a text. I can support my opinion of theme/central idea by citing evidence from the text. I can see how the theme develops over the course of a text. I can support the development of theme with evidence cited throughout the text. I can determine the author’s perspective after reading. I can summarize objectively.

**Writing** – I can write a literary analysis about the time and setting of a book. I can analyze how an author manipulates one or more of the elements of plot in his or her writing. I can write with a structure and organization clear to the reader. I can use content-specific English vocabulary in my literary analysis.

**Fluency** - I can read with expression, phrasing, pace, and smoothness to better comprehend the text when reading silently or aloud. I can adjust my rate for what is happening in the passage. I can adjust my rate for the genre. I can present information aloud.

**Word Knowledge/Language** - I know when to capitalize a letter in my writing. I know when to add punctuation. I can identify and determine the meaning of words containing the Greek and Latin roots for Unit 5. I can define and use the academic vocabulary: theme, objectively, literary analysis, symbol, chronological, idiom.

## McDougall Littell Resources and related supplements

*Amigo Brothers*, 310 – 325

Comprehension

- Theme vs. Topic
- Compare and Contrast

Language/Word Knowledge:

- Tier 2 vocabulary:
- Vocabulary [Flashcards](#)

Other Tools and resources:

- Serena vs. Venus Williams
- [Golden Gloves](#)
- Venn Diagram
- Theme vs. Topic

*The War of the Wall*, 326 - 337

Comprehension:

- Theme

Language/Word Knowledge:

- Tier 2 vocabulary:

Other tools and resources:

- Newspaper article about [DSM Graffiti](#)

*What do Fish Have to do with Anything*, 338 – 355

Comprehension:

- Symbol
- Inference
- Compare and Contrast

Language/Word Knowledge:

- Tier 2 Vocabulary:

Other tools and resources:

- Face Art project
- Collage
- Avi – [Author Study](#)
- Symbol sheet
- Inferences

<p><i>Homeless</i> (nonfiction/informal), 356 – 361</p> <p>Comprehension:</p> <ul style="list-style-type: none"><li>• Author’s perspective</li></ul> <p>Language/Word Knowledge:</p> <ul style="list-style-type: none"><li>• Tier 2 vocabulary:</li></ul> <p>Other tools and resources:</p> <ul style="list-style-type: none"><li>• Information about <a href="#">Homeless shelters</a> and Youth Homeless</li></ul>	<p><i>Young Arthur</i>, 662, retold by Rober D. San Souci</p> <p>Comprehension</p> <ul style="list-style-type: none"><li>• Chronological order</li><li>• Sensory language</li><li>• Legends</li></ul> <p>Language /Word knowledge</p> <ul style="list-style-type: none"><li>• Vocabulary <a href="#">flashcards</a></li><li>• idioms</li></ul>	<p><i>Bre Possum’s Dilemma</i>, 696</p> <p><i>Waters of Gold</i>, 702, retold by Laurence Yep</p> <p>Comprehension</p> <ul style="list-style-type: none"><li>• characteristics of folktales</li><li>• summarizing</li><li>• predicting</li></ul> <p>Language Word knowledge</p> <ul style="list-style-type: none"><li>• Latin roots, 711</li><li>• vocabulary <a href="#">flashcards</a></li></ul>
<p><i>Sally Ann Thunder Ann Whirlwind</i></p> <p><i>American tall tale</i>, retold by Mary Pope Osborne , 712</p> <p>Comprehension</p> <ul style="list-style-type: none"><li>• characteristics of tall tales</li><li>• visualizing</li><li>•</li></ul> <p>Language and word knowledge</p> <ul style="list-style-type: none"><li>• dialects and non standard use pg 721</li><li>• vocabulary <a href="#">flashcards</a></li></ul>		
<p>Language – GUM</p> <ul style="list-style-type: none"><li>• Capitalization and punctuation (<i>Grammar for Writing, Lessons 10 &amp; 11</i>)</li></ul>	<p>Language – vocabulary and word knowledge</p> <ul style="list-style-type: none"><li>• Academic vocabulary: theme, objectively, literary analysis, symbol, chronological, idiom.</li><li>• Greek and Latin Roots: <i>cred, fac/fec, duc/duct, sequ/sec, flu, ver/vers/vert, bene, mal, ante, post</i></li></ul>	
<p>Writing Activities, Resources, and Assessment:</p> <p>Resource Manager, Literacy Analysis, 53</p>		