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Course: Language Arts
Year: 2019-2020



English Language Arts Power Standards

Reading Literature:

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. 7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including 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. 7.10 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Reading Information:

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. 7.4 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. 7.10 By the end of the year, read and comprehend literary nonfiction in grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing:

W. 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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. 7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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”). b. 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).

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.

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Speaking and Listening:

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. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Language:

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely. b. Recognize and eliminate wordiness and redundancy.

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.

[ODE Model Curriculum](#)

[ODE ELA Glossary from Standards](#)

Suggested Pacing	Content Standards	Learning and Performance Expectations	Assessment of Learning Options	Learning Resources Options
First Quarter				
	RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Students will analyze how the elements of plot and setting affect characters and how characters struggle with and resolve conflicts throughout the plot.	Fall iReady diagnostic WW On Demand Independent Reading Reading Logs Post its Reading Journals Realistic Fiction Book Clubs	Book Club/Class Sets RW Unit of Study A Deep Study of Characters WW Unit of Study Writing About Reading

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			Plot Diagram	Mentor Texts EMC Masterpiece Series: Literature and the Language Arts/Exploring Literature www.commonlit.org
	RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.	Students will analyze how the author's choice concerning point of view reveals a character's or narrator's perspective and how it differs from other characters in the story.	Gallery Walk Writing about reading webs/maps Rewrite passages in a different point of view.	RW Unit of Study A Deep Study of Characters
	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. 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. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a	Students will develop narrative techniques such as point of view, dialogue, description of setting, characters, events and word choice to craft a narrative.	Write a realistic fiction narrative Plot Diagram Role play	WW Unit of Study Realistic Fiction

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	<p>variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>			
	<p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>Students will consider audience and purpose when crafting a speech.</p>	<p>Role play Book club discussions Oral book reviews Save the Last Word* QAR**</p>	<p>*Texts and Lessons for Content Area Reading by Harvey Daniels and Nancy Steineke **Tools for Teaching Content Literacy by Janet Allen</p>
	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Students will use a variety of sentence structures to make text more interesting to the reader.</p>		<p>Mastering the Mechanics book</p>

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	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.	Students will use correct capitalization, punctuation and spelling.		Write Source book
Second Quarter				
	RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.	Students will cite several pieces of textual evidence when analyzing how the elements of a story affect characters and how characters struggle with and resolve conflicts.	WW On Demand Independent Reading Reading Logs Post its Reading Journals Graphic organizers Companion Book Motif Essay	WW Unit of Study Writing About Reading www.commonlit.org Read Works https://www.youtube.com/watch?v=9H6GCe7hmmA Character Analysis tools The Only Way You'll Ever Need to Teach Theme
	RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Students will identify the different text structures used in different genres of literature.	Annotations	Nancie Atwell - Naming the World: A Year of Poems

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	<p>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. a. Establish a thesis statement to present information. b. 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 to aid comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. e. Use precise language and domain specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Students will craft an informative text that examines a topic using a thesis that is supported and developed with strong evidence.</p>	<p>Informative Essay Companion Book</p>	<p>WW Unit of Study Writing About Reading</p>
	<p>L.7.4 Determine or clarify the meaning of unknown and</p>	<p>Students will use their knowledge of word origins, literary as well as historical</p>	<p>Word Scrolls Word Maps</p>	<p>EMC Masterpiece Series - supplemental</p>

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	<p>multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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. 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>	<p>context clues, and reference materials to aid in their understanding of complex words and new subject-area vocabulary.</p>		<p>materials</p>
	<p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c.</p>	<p>Students will interpret figurative language, word relationships, and connotative and denotative meaning of words.</p>	<p>Figurative Language Booklet</p>	<p>EMC Masterpiece Series - supplemental materials Nancie Atwell - Naming the World: A Year of Poems</p>

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	<p>RI.7.2 Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development.</p>	<p>Students will analyze a text to determine the central ideas of the text and write an objective summary.</p>	<p>Annotate articles Small group discussions Short answer and extended response questions</p>	<p>www.newsela.com www.commonlit.org Test prep -https://www.edcite.com/v4apps/AssignmentViewer?exid=ostpractice_1566472953328&version=Version%201&extaccess=anon Ohio Performance Coach Ready Common Core</p>
	<p>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).</p>	<p>Students will analyze text and gather evidence to help determine the central idea of the passage.</p>	<p>Annotate articles Small group discussions Short answer and extended response questions</p>	<p>www.newsela.com www.commonlit.org Test prep -https://www.edcite.com/v4apps/AssignmentViewer?exid=ostpractice_1566472953328&version=Version%201&extaccess=anon Ohio Performance Coach Ready Common Core</p>
	<p>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</p>	<p>Students will analyze the author’s word and structure choices and the effect that they have on the tone, meaning, and development of ideas in the text.</p>	<p>Annotate articles Small group discussions Short answer and extended</p>	<p>www.newsela.com www.commonlit.org Test prep -https://www.edcite.com</p>

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			response questions	m/v4apps/AssignmentViewer?exid=ostpractice_1566472953328&version=Version%201&extaccess=anon Ohio Performance Coach Ready Common Core
	RI.7.6 Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Students will determine an author’s perspective and distinguish his or her position from other authors.	Annotate articles Small group discussions Short answer and extended response questions	www.newsela.com www.commonlit.org Test prep - https://www.edcite.com/v4apps/AssignmentViewer?exid=ostpractice_1566472953328&version=Version%201&extaccess=anon Ohio Performance Coach Ready Common Core
	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).	Students will analyze different versions of a text and compare how well each presented the subject.	Annotate articles Small group discussions Short answer and extended response questions	www.newsela.com www.commonlit.org Test prep - https://www.edcite.com/v4apps/AssignmentViewer?exid=ostpractice_1566472953328&version=Version%201&extaccess=anon

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				Ohio Performance Coach Ready Common Core
	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.	Students will evaluate the argument in a text to make sure it is sound and has supporting evidence	Annotate articles Small group discussions Short answer and extended response questions	www.newsela.com www.commonlit.org Test prep - https://www.edcite.com/v4apps/AssignmentViewer?exid=ostpractice_1566472953328&version=Version%201&extaccess=anon Ohio Performance Coach Ready Common Core
	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.	Students will evaluate how different authors present the same topic.	Annotate articles Small group discussions Short answer and extended response questions	www.newsela.com www.commonlit.org Test prep - https://www.edcite.com/v4apps/AssignmentViewer?exid=ostpractice_1566472953328&version=Version%201&extaccess=anon Ohio Performance Coach Ready Common Core

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	<p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. D. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Students will establish a thesis supported by claims, strong evidence, and credible sources.</p> <p>This is the first year that students will acknowledge alternate or opposing claims (counterclaim).</p>	<p>Argument Essay Debates</p>	<p>WW Unit of Study Art of Argument</p>
	<p>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.</p>	<p>Students will acknowledge sources by linking their sources to their writing.</p>	<p>Argument Essay Debates</p>	<p>WW Unit of Study Art of Argument</p>
	<p>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</p>	<p>Students will gather relevant, and reliable information, follow a format for citations, both in the text and in the works cited.</p>	<p>Argument Essay Debates</p>	<p>WW Unit of Study Art of Argument</p>

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	paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			
	SL.7.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.	Students will listen to focus on the speaker’s main ideas to pose and respond to questions relative to the topic.	Debates	WW Unit of Study Art of Argument
	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.	Students will organize and present information in a coherent and engaging manner.	Debates	WW Unit of Study Art of Argument
Fourth Quarter				
	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).	Students will examine written, audio and visual forms of the same texts and evaluate the strengths and weaknesses of each format.	Spring iReady diagnostic Independent Reading Reading Logs Post its Reading Journals Historical Fiction Book Clubs Write Historical Fiction Stories Greek Mythology - write myths	RW Unit of Study Historical Fiction Book Clubs Book Club/Class Sets American Rhetoric www.commonlit.org WW Unit from If/Then Book Teaching Tolerance

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				EMC Masterpiece Series: Literature and the Language Arts/Exploring Literature
	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.	Students will gather relevant and reliable information (including citations) to increase knowledge of a topic.	Historical Fiction Greek Mythology	
	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.	Students will use different skills depending on the format to increase their knowledge of a topic.	*Save the Last Word and other speaking strategies Small Group Discussions **QAR	*Texts and Lessons for Content Area Reading by Harvey Daniels and Nancy Steineke **Tools for Teaching Content Literacy by Janet Allen
	SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Students will use a variety of techniques to present information.	Interview and present on someone who is leaving a legacy Present student self-legacy Dramatize a myth Readers Theatre	

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Vision of a Graduate: 7th Grade Language Arts Focus



- Taught throughout the year with opportunities to learn to accept and acknowledge others' opinions
- Selection of specific texts designed to lead to discussions of the plight of different groups of people throughout the world and history
- School-wide service projects to help those in need



- Class discussions - small group/ large group and partner
- Presentations
- Regular updates on Progressbook with notes added as needed per student
- Regular updates on 7th Grade Homework page
- Positive postcards sent to parents by team
- Conferencing with students



- Submitted work can be revisited and redone to ensure learning takes place
- Rubrics for self assessment
- Lessons are layered throughout the year- basics taught first quarter and built upon throughout the remaining quarters.
- Continually check progress
- Emphasis on learning from mistakes
- Celebrations



- Close reading with annotations
- Finding/citing textual evidence
- Argumentative practices: arguing both sides of a topic (whether or not one agrees, but to see both sides)
- Final projects - all units

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- Literature Discussions
- Peer Edits
- Small group projects
- Meeting with teacher during study halls, after school, etc.
- Book clubs



- Selection of texts that promote an understanding of others
- Book clubs with a variety of books
- School-wide service projects to help those in need