

GRADE 7

Course Overview

MCPS English Language Arts teaching and learning in Seventh Grade are based upon the Montana Common Core Standards and the four key strands of reading, writing, speaking and listening, and language. The standards require students to closely read increasingly complex literary and informational texts from all subject areas, including history/social studies and science. Through an interdisciplinary approach to literacy that stresses the reading-writing connection, students write argumentative, information/explanatory, and narrative pieces that draw upon the literary and informational texts they read. Students collaborate and create effective media and visual messages that develop a broad range of oral communication and interpersonal skills. Language and the “rules” of standard written and spoken English, as well as the acquisition of both general and academic vocabulary are integrated throughout.

Prior to beginning seventh grade, students have had the opportunity to explore an array of texts and write in a variety of genres. While in seventh grade, students will investigate complex and challenging themes. As they work toward a deeper understanding of the complexities of literature, students reflect on several guiding questions within these themes, including *What makes characters in historical fiction believable?*; *How do characters, real and fictional, use words and actions to demonstrate perseverance?*; and *Is literature always a reflection of life?* Students explore, analyze, compare, and contrast related literature and informational historical and scientific texts, film, media and art in an attempt to answer these essential questions and apply their knowledge through various performance tasks.

Throughout the units, students use technology to produce and publish argumentative, informative, and narrative essays with a targeted focus on language use and mechanics. They will use graphic organizers to lay out their ideas and plan their essays, which will draw on several oral, print, and digital resources. They will construct responses to literature, study essential vocabulary, engage in speaking and listening activities, and present digital and multi-media reports to demonstrate their understanding.

The MCPS standards-based learning targets listed below continue to build a firm foundation for a continuum of learning as we prepare our students to be college and career-ready upon graduation. Bolded standards indicate progressive skills introduced since the previous grade level.

Major Thematic Units, Guiding Questions, Related Texts, and Performance Tasks

Characters with Character

What makes characters in historical fiction believable?

Related Texts:

- Glencoe Literature: Course 2, Theme 1: “What I am, What I want to be”
- *Crispin: Cross of Lead* by Avi
- *Catherine Called Birdie* by Karen Cushman
- *Of Nightingales that Weep* by Katherine Paterson
- *Master Puppeteer* by Katherine Paterson

- *Sword of the Samurai* by Steve Jackson
 - *A Christmas Carol* by Charles Dickens
 - *The Midwife's Apprentice* by Karen Cushman
 - *A Single Shard* by Linda Sue Park (E)
 - *Adam of the Road* by Elizabeth Janet Gray (E)
 - *Anna of Byzantium* by Tracy Barrett (E)
 - *Castle Diary: The Journal of Tobias Burgess* by Richard Platt (E)
 - *Favorite Medieval Tales* by Mary Pope Osborne (E)
 - *Good Masters! Sweet Ladies! Voices from a Medieval Village* by John Schwartz (E)
 - *Old English Riddles: From the Exeter Book* by Craig Williamson (E)
 - *The Seeing Stone* (Arthur Trilogy, Book One) by Kevin Crossley-Holland (E)
 - *The World of King Arthur and His Court: People, Places, Legend, and Lore* by Kevin Crossley-Holland (E)
 - *Cathedral: The Story of Its Construction* by David Macaulay (E)
 - *The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times* (Fact Finders: Disgusting History Series) by Karen Allen (E)
 - *The Middle Ages: An Illustrated History* (The Royal Kingdoms of Ghana, Mali and Songhay: Life in Medieval Africa) by Barbara Hanawalt (E)
- (E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Narrative Writing, Language Usage, Language Mechanics**
Write your own well-developed "Character with Character" story. It can take place during the Middle Ages or in another time period of your choosing. Incorporate elements and techniques learned in this unit. Your characterization techniques should help develop the theme of the story. You will have the opportunity to talk with a partner prior to writing the first draft, and again at the end, to revise and strengthen your story. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Feel free to add visual aids or illustrations to your story once it is complete. Be prepared to publish your story on the class web page. (RL.7.2, W.7.3, L.7.1a, L.7.2a)
- **Reading Literature, Argument Writing, Language Usage, Language Mechanics**
While reading a historical fiction novel, such as *Crispin* or *A Single Shard*, think about where Tree-ear gets courage for his dangerous mission. First write a response to this question in your journal: "Are characters born brave, or is courage developed by facing fears?" Then compose a well-developed paper that includes an engaging opening statement, at least three clear reasons for your answer, and relevant evidence cited from the text read. Edit your writing for phrases and clauses, as well as commas separating coordinate adjectives. Your teacher may ask you to upload your essay to the classroom blog. (RL.7.9, RL.7.1, W.7.1, L.7.1a, L.7.2a)
- **Informative Writing, Reading Literature, Language Usage, Language Mechanics**
Write a written response to this question based on the novels read and discussed in class: "What makes characters in historical fiction believable?" Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to strengthen your writing and edit for phrases and clauses, as well as commas separating coordinate

adjectives. Be prepared to record your essay and upload it as a podcast on the class web page for this unit. (RL.7.9, W.7.9a,b, L.7.1a, L.7.2a)

Perseverance

How do characters, real and fictional, use words and actions to demonstrate perseverance?

Related Texts:

- Glencoe Literature: Course 2, Theme 3: Facing Challenge
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *Roll of Thunder, Hear my Cry* by Mildred D. Taylor (E)
- *A 66 Dollar Summer* by John Armistead
- *Sweetgrass Basket* by Marlene Carvell
- “I, Too, Sing America” by Langston Hughes
- Glencoe Literature: Course 2, My Story: Rosa Parks
- Various Maya Angelou texts

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Research, Argument Writing, Language Usage, Language Mechanics**
Research a famous person (such as Martin Luther King Jr., Geronimo, or another person of your choosing) who persevered in spite of significant challenges. Use a wide range of credible print and electronic, primary, and secondary resources for your research. See if you can find a video clip of him or her speaking on YouTube. Write and present your multimedia report to the class, making a case for why the person you chose is a striking example of determination and perseverance in the face of difficult circumstances. Edit your work for sentence variety and spelling. (W.7.1, W.7.7, RI.7.2, SL.7.2, SL.7.5, L.7.1a,b, L.7.2a,b)
- **Narrative Writing, Performance**
Write a bio-poem about an individual, real or fictional, who demonstrates the essence of perseverance. Memorize and/or recite the poem for the class. Record your recitation using a video camera so you can evaluate your performance. (SL.7.6, RL.7.4)
- **Film, Reading Literature, Speaking and Listening**
Discuss the similarities and differences among reading about Rosa Parks and seeing the film *The Awakenings 1954-1956*. Write your ideas in your journal. Then, share your ideas with a partner prior to discussing as a class. (RL.7.5, RL.7.7)

Literature Reflects Life
Is literature always a reflection of life?

Related Texts:

- Glencoe Literature, Course 2, Theme 4: Where the Heart Is
- *My Forbidden Face* by Latifa
- *Kiss the Dust* by Elizabeth Laird
- *Shooting Kabul* by N.H. Senzai
- *The Bread Winner* by Deborah Ellis
- *Under the Persimmon Tree* by Suzanne Fisher Staples
- *Does My Head Look Big In This?* by Randa Abdel-Fattah

(E=Common Core Standards Exemplar Text)

Related Performance Tasks:

- **Argument Writing, Language Usage, Language Mechanics**

While reading *Shooting Kabul* or any other novel with this unit, take notes in your journal about the main character's experience. Is this experience a reflection of real life? Choose a position and defend your answer in a well-developed paper that includes an engaging opening statement of your position, at least three clear reasons for your position and relevant evidence cited from the text. Edit your writing for the grammar conventions studied so far this year. After your teacher reviews your essay, post it to the class blog and ask your classmates to find weaknesses in your argument and help strengthen your position. (W.7.1, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6)

- **Argument Writing, Language Usage, Language Mechanics**

The human spirit can be defined as a combination of the traits that all human beings have in common. Select three of these traits that you think are present in the characters from the novels from this unit and discuss why you think these traits are essential to the human spirit. Why did you choose these traits? Justify your answer by citing specific information and examples from texts read, not only in this unit, but all year long. Edit your writing for the grammar conventions studied so far this year. Upload your essay to the classroom blog for your classmates to see and compare the traits you chose with those chosen by others. (W.7.1a,b,c,d,e; W.7.4, W.7.10, SL.7.3, L.7.1, L.7.2, L.7.3a, L.7.5, L.7.6)

- **Informative Writing, Language Usage, Language Mechanics**

Select a genre studied this year and write an informative/explanatory essay in response to the essential question: Is literature always a reflection of life? Make sure to include elements that make it apparent to the reader which genre you chose, cite specific details from texts you've read, and use as many words as possible learned in Word Study this year. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before presenting it to the class. Edit your writing for the grammar conventions studied so far this year. Publish a well-developed paper in written or multimedia format on the class web page. (RL.7.10, W.7.1, W.7.4, W.7.5, W.7.6, W.7.8, W.7.9a,b, W.7.10, SL.7.3, L.7.1, L.7.2, L.7.3, L.7.5, L.7.6)

- **Reading Literature, Speaking and Listening**

As you read the novels and short stories from this unit, take notes about the story genre, setting, and characters in your journal or on a shared spreadsheet. Be sure to note page numbers with relevant information or mark the text with sticky notes so you can cite the text during class discussion.

- What is the genre of the novel?
- What is the setting?
- Who are the major character(s)?
- Who are the minor characters?
- What is the problem faced by the character(s)? How do he/she/they resolve the problem?
- What is the primary theme of the novel (i.e., good vs. evil)?

Prior to class discussion, your teacher may give you the opportunity to share your notes with a partner who read the same text. (RL.7.1, RL.7.2 RL.7.6, RL.7.10)

Fiction and nonfiction titles including:

Aladdin and Other Tales, Dawood
Boston Jane, Holm
The Breadwinner, Ellis
Catherine Called Birdy, Cushman
**Children of the Longhouse*,
Chinese Cinderella, Mah
Crispin, Avi
A Christmas Carol, Dickens
A Day No Pigs Would Die, Peck
Esperanza Rising, Ryan
Little Britches, Moody
Master Puppeteer, Paterson
My Daniel, Conrad
Of Nightingales That Weep, Paterson
One More River, Banks
Only Earth and Sky Last Forever, Benchley
Sacajawea, Bruchac
Shabanu, Staples
The Samurai's Tale, Haaugaard
Thunder Rolling in the Mountains, O'Dell
Treasure Island, Stevenson
Tunes for Bears to Dance To, Cormeir
Walk Two Moons, Creech
Where the Lillies Bloom, Cleaver
Where the Red Fern Grows, Rawls
White Mountains, Christopher

Poetry/short stories

**Rising Voices: Writing of Young Native Americans* – edited by Arlene Hirschfelder and Beverly Singer

**A Cheyenne Sketchbook: Selected Poems 1970-1991* by Lance Henson

**Moccasin Thunder: American Indian Stories for Today* by Carlson, Lori Marie, editor

* denotes Native American Literature

Reading Standards for Literature

Key Ideas and Details

1. **7.RL. 1** - Cite **several pieces** of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know how to cite several pieces of textual evidence.
- b) I know how to make inferences from the text.
- c) I can use several pieces from a text to analyze what I have read and to make inferences.

2. **7.RL. 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.

LEARNING TARGETS

- a) I know how to determine the theme and its contribution to the development of a text.
- b) I know how to provide an objective summary using specific details from the text.
- c) I can determine a theme and analyze its development as well as write a summary using specific details from the text.

3. **7.RL. 3** - Analyze how **particular elements** of a story or drama **interact (e.g., how setting shapes the characters or plot)**.

LEARNING TARGETS

- a) I know how to analyze and relate elements of a story.
- b) I can analyze how particular elements of a story shape the characters or plot.

Craft and Structure

4. **7.RL. 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**.

LEARNING TARGETS

- a) I know how to determine meanings of words and phrases.
- b) I know how to identify figurative meanings and contextual clues.
- c) I know how to analyze the impact of rhymes, sounds, and repetitions in verses, stanzas, or sections of text.
- d) I can determine the meaning of words and sounds and the impact of various types of literary devices in verses, stanzas of poems, and sections of text.

5. 7.RL. 5 - Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

LEARNING TARGETS

- a) I know how to analyze form in a poem or drama.
- b) I know how form contributes to meaning.
- c) I can identify how form and structure contribute to meaning.

6. 7.RL. 6 - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LEARNING TARGETS

- a) I know how to compare and contrast different points of view.
- b) I can analyze different characters, narrators and points of view in a text.

Integration of Knowledge and Ideas

7. 7.RL. 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).

LEARNING TARGETS

- a) I know how to listen and watch for differences between a story, drama, or poem I have read and an audio, film, stage, or multimedia version.
- b) I know how to describe the common techniques used in audio, film, stage, and multimedia productions (e.g., lighting, sound, color, camera focus, and camera angles).
- c) I can compare and contrast a written story, drama, or poem with a multimedia version, and analyze the techniques used in the medium to support my thoughts.

8. (Not applicable to literature)

9. 7.RL. 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. Include texts that contain portrayals and/or accounts by and about American Indians.

LEARNING TARGETS

- a) I know the difference between historical accounts and historical fiction.
- b) I know how to use the time, place, or character to gain an understanding of the author's perspective.
- c) After reading an historical account and a fictional portrayal including those by and about American Indians, I can explain how an author uses or alters a time, place, or character in history in order to make a statement.

Range of Reading and Level of Text Complexity

10. 7.RL. 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.

LEARNING TARGETS

- a) I know how to find stories, dramas, poems, and books within my grade-level age band and reading ability.
- b) I know how to use the comprehension strategies to understand what I read on my own.

- c) I can read and understand literature (stories, dramas, poems, and books) in my grade level and above on my own, ask questions and use the comprehension strategies when needed.

Reading Standards for Informational Text

Key Ideas and Details

1. 7.RI. 1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LEARNING TARGETS

- a) I know how to cite several pieces of textual evidence.
- b) I know how to make inferences from the text.
- c) I can use several pieces from the text to analyze what I have read and to make inferences.

2. 7.RI. 2 - Determine two or more central ideas in a text in order to analyze their development over the course of the text; provide an objective summary of the text.

LEARNING TARGETS

- a) I can determine a central idea in a text.
- b) I know how to analyze the development of a central idea.
- c) I know how to summarize using information from the text.
- d) I can extract central ideas and understand how they develop in a text, and create a summary.

3. 7.RI. 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).

LEARNING TARGETS

- a) I know how to acknowledge interaction between individuals, events, and ideas in a text.
- b) I know how to analyze how these interactions influence individuals or events.
- c) I can look critically at the interactions between individuals, ideas, or events in a text.

Craft and Structure

4. 7.RI. 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.

LEARNING TARGETS

- a) I know how to determine the meanings of words and phrases including figurative language.
- b) I know how to analyze how word choice affects meaning and tone.
- c) I can identify words and phrases and understand their impact on meaning and tone in a text.

5. 7.RI. 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.

LEARNING TARGETS

- a) I know how to look critically at the layout of a text.
- b) I know how major sections contribute to the text as a whole.

- c) I can analyze text structure and understand how it contributes to the development of ideas.

6. **7.RI. 6** - Determine an author's point of view or purpose in a text, including those by and about American Indians, and **analyze how the author distinguishes his or her position from that of others.**

LEARNING TARGETS

- a) I know how to recognize the author's point of view as I read.
- b) I know how the author's position differs from others.
- c) I can differentiate between the author's point of view and the point of view of others in a text, including in texts of and about American Indians.

Integration of Knowledge and Ideas

7. **7.RI. 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).**

LEARNING TARGETS

- a) I know how to compare and contrast text and multiple forms of multimedia (i.e. audio or video).
- b) I can analyze various mediums and understand how different forms impact how the subject is presented.

8. **7.RI. 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.** Include texts by and about American Indians.

LEARNING TARGETS

- a) I know how to identify specific claims in a text.
- b) I know whether the reasoning supports the claim or not.
- c) As I read, I can assess whether the reasoning behind an argument is sound or not, including texts by and about American Indians.

9. **7.RI. 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.** Include text by and about American Indians.

LEARNING TARGETS

- a) I know author's interpretations can impact how the facts are presented.
- b) I know that different authors have different ideas on the same topic.
- c) I can analyze how authors present information differently based on their own interpretations, including texts of and about American Indians.

Range of Reading and Level of Text Complexity

10. **7.RI. 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.

LEARNING TARGETS

- a) I know how to read and understand non-fiction texts appropriate to my grade level.
- b) I know how to use scaffolding to be a proficient reader.

- c) I can read and understand a variety of literary non-fiction texts and use scaffolding as needed to gain further understanding.

Writing Standards

Text Types and Purposes

1. Write arguments to support claims with clear reasons and relevant evidence.

a. **7.WR. 1.a** - Introduce claim(s), **acknowledge alternate or opposing claims**, and organize the reasons and evidence **logically**.

LEARNING TARGETS

- a) I know how to write arguments that support my opinion using clear reasons as proof.
- b) I know how to state claims and organize facts using well thought out logic and information.
- c) I can write an organized argument using clear reasoning and also acknowledge opposing points of view.

b. **7.WR. 1.b** - Support claim(s) with **logical** reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

LEARNING TARGETS

- a) I know how to find reliable outside sources to support my written arguments.
- b) I know how to verify my sources to ensure accuracy of information.
- c) I know how to demonstrate understanding of a topic using evidence from reliable sources.
- d) I can write arguments using relevant information from reliable sources to demonstrate my understanding of a topic.

c. **7.WR. 1.c** - Use words, phrases, and clauses **to create cohesion** and clarify the relationships among claim(s), reasons, **and evidence**.

LEARNING TARGETS

- a) I know how to write arguments using clear reasons and relevant evidence.
- b) I know how to use words, phrases, and clauses to break down relationships between claims, reasons and evidence.
- c) I can use words, phrases and clauses to write arguments with clear reasoning and relevant evidence.

d. **7.WR. 1.d** - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to create and maintain a certain style in my writing.
- b) I know formal style in writing.
- c) I can write an argument suited to my audience and use a formal style.

e. **7.WR. 1.e** - Provide a concluding statement or section that follows from **and supports** the argument presented.

LEARNING TARGETS

- a) I know how to end my writing with a statement that sums up my opinion.
- b) I know how to use clear reasoning and relevant evidence to close my written argument.

- c) I can write an evidence-based concluding statement that supports the argument originally presented.

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. **7.WR. 2.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.

LEARNING TARGETS

- a) I know how to introduce a topic clearly and preview upcoming topics.
- b) I know how to include a preview of format, graphics and multimedia to help my reader understand my writing.
- c) I can write a clear introduction that readies my reader for what is to follow.

b. **7.WR. 2.b** - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

LEARNING TARGETS

- a) I know how to identify facts, definitions, specific quotations, and information relevant to my topic.
- b) I know how to carefully select relevant information on my topic.
- c) I can include relevant facts, definitions, specific quotations, and other information to develop my topic.

c. **7.WR. 2.c** - Use appropriate transitions to create **cohesion** and clarify the relationships among ideas and concepts.

LEARNING TARGETS

- a) I can identify a transition.
- b) I know how to use transition words and phrases to connect my ideas clearly.
- c) I can use transitions effectively to make my writing clear and cohesive.

d. **7.WR. 2.d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. **7.WR. 2.e** - Establish and maintain a formal style.

LEARNING TARGETS

- a) I know how to define and when to use a formal style of writing.
- b) I know how to write informative or explanatory texts to convey ideas.
- c) I can examine a topic, convey my ideas, and write in an organized, formal style.

f. **7.WR. 2.f** - Provide a concluding statement or section that follows from and supports the information or explanation presented.

LEARNING TARGETS

- a) I know how to arrive at and develop an effective conclusion.
- b) I can reinforce my organization with an effective conclusion that supports the explanation.

- c) I can demonstrate that information has been gathered and summarized, the topic has been refined through this process, and conclusions have been drawn from synthesizing the information.

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. **7.WR. 3.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.

LEARNING TARGETS

- a) I know how to engage my reader by introducing context, point of view, a narrator or characters.
- b) I know how to organize events and sequences in a logical manner.
- c) I can establish necessary information and create a logical series of events that makes my writing engaging and easy to understand for my reader.

b. **7.WR. 3.b** - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

LEARNING TARGETS

- a) I know narrative techniques (dialogue, pacing, description).
- b) I know how to use these techniques to develop experiences, events and characters.
- c) I can use narrative techniques in my writing to develop the characters and the plot.

c. **7.WR. 3.c** - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

LEARNING TARGETS

- a) I know what transition words, phrases, and clauses are as they relate to writing.
- b) I know how to use transitions to convey changes in my writing.
- c) I can use transitional words and phrases to show sequence of events, time frame shifts, and setting changes in my writing.

d. **7.WR. 3.d** - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

LEARNING TARGETS

- a) I know how to use and understand words, phrases, details, and sensory language.
- b) I know how to use precise language to vividly depict experiences and events in my writing.
- c) I can use appropriate language (phrases, description and details) to communicate the events in my writing.

e. **7.WR. 3.e** - Provide a **concluding statement or section** that follows from the **information or explanation presented**.

LEARNING TARGETS

- a) I know how to logically organize my ideas and points and end with a conclusion.
- b) I know that my conclusion sums up my main points and information presented.
- c) I can write in an organized manner and end with a summative conclusion.

Production and Distribution of Writing

4. **7.WR. 4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LEARNING TARGETS

- a) I know how to pay attention to development, organization, and style.
- b) I know task, purpose, and audience.
- c) I know how and when to write and produce arguments, informative/explanatory texts, and narratives.
- d) I can produce writing that is clearly organized and appropriate to the task, purpose, and audience.

5. **7.WR. 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.**

LEARNING TARGETS

- a) I know how to use the steps in the writing process (i.e. planning, revising, editing, rewriting, or trying a new approach).
- b) I know how to develop my writing through adult and peer guidance.
- c) I know how to focus on my purpose and audience.
- d) I can develop and strengthen my writing through the use of the writing process and support from peers and adults.
- e) I can maintain focus on the purpose and audience in my writing.

6. **7.WR. 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.**

LEARNING TARGETS

- a) I know how to use technology to produce, publish and collaborate with others.
- b) I know how to cite and link sources I find on the internet.
- c) I can collaboratively produce and publish writing using technology that includes links to sources cited.

Research to Build and Present Knowledge

7. **7.WR. 7** - Conduct short research projects to answer a question, drawing on several sources **and generating additional related, focused questions for further research and investigation.** Include sources and/or topics by and about American Indians.

LEARNING TARGETS

- a) I know how to conduct a short research project using several sources.
- b) I know how to generate focused questions for further investigation.
- c) I can conduct short research projects using a variety of sources to answer a focus question and generate additional questions to deepen understanding including sources and topics by and about American Indians.

8. **7.WR. 8** - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

LEARNING TARGETS

- a) I know how to use several print and digital sources to gather information relevant to my topic.
- b) I know how to assess the credibility, relevance, and accuracy of my sources.
- c) I know how to paraphrase my researched information.
- d) I can evaluate the relevance, credibility, and accuracy of my print and digital sources and then paraphrase my researched information.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. **7.WR. 9.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”).

LEARNING TARGETS

- a) I know the difference between fictional portrayals and historical accounts.
- b) I know how to compare and contrast different accounts of the same time period, place, or events in history.
- c) I can compare and contrast a variety of fiction and non fiction accounts of a particular time period, place or character in order to gain deeper understanding.

b. **7.WR. 9.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”).

LEARNING TARGETS

- a) I know how to assess specific claims in literary nonfiction.
- b) I know how to recognize sound evidence to support claims.
- c) I can evaluate arguments and claims in a text to assess whether sound reasoning and strong evidence support the claims.

Range of Writing

10. **7.WR. 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.

LEARNING TARGETS

- a) I know the writing process.
- b) I know that different tasks take different amounts of time.
- c) I know that writing is used for a specific purpose, discipline, and audience.
- d) I can write using different time frames depending upon the purpose and audience.

Speaking and Listening Standards

Comprehension and Collaboration

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. **7.SL. 1.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.

LEARNING TARGETS

- a) I know how to prepare for discussion by actively reading or researching assigned materials.
- b) I know how to draw on what I have read (i.e. referring to specific evidence in the text) to participate in discussions.
- c) I can prepare for discussions by reading or researching assigned materials and referencing what I have read.

b. **7.SL. 1.b** - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

LEARNING TARGETS

- a) I know how to follow rules in academic discussions.
- b) I know how to track my progress to meet goals and deadlines.
- c) I know how to define individual roles.
- d) I can follow rules for academic discussions and track progress made toward meeting specific goals and deadlines.

c. **7.SL. 1.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.

LEARNING TARGETS

- a) I know how to elaborate on questions asked.
- b) I know how to ask relevant questions that allow others to respond.
- c) I know how to respond appropriately to others' questions by making relevant observations.
- d) I can ask and answer questions using relevant information.

d. **7.SL. 1.d** - Acknowledge new information expressed by others and, when warranted, modify their own views.

LEARNING TARGETS

- a) I know how to understand that different people have different views and ideas.
- b) I know how to understand that views can change as new information is presented.
- c) I can accept differing viewpoints and modify my own views as I learn new information.

2. **7.SL. 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.**

LEARNING TARGETS

- a) I know how to evaluate main ideas and supporting details in diverse media and formats (i.e. visually and orally).
- b) I know how ideas come together to clarify meaning in a text or issue I am studying.
- c) I can analyze ideas and details in different formats and can explain how the ideas presented can be used to better understand a topic or text.

3. **7.SL. 3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.**

LEARNING TARGETS

- a) I know how to distinguish between arguments and claims.
- b) I know how to evaluate the legitimacy and relevance of the evidence.
- c) I can define a speaker's arguments and claims and evaluate the soundness of the evidence presented.

Presentation of Knowledge and Ideas

4. **7.SL. 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.**

LEARNING TARGETS

- a) I know how to present claims and findings in a focused manner.
- b) I know how to use descriptions, facts, details, and examples to support my claims.
- c) I know how to use appropriate eye contact, volume, and pronunciation to present my claims.
- d) I can offer my claims and findings in a focused, coherent manner using appropriate presentation skills.

5. **7.SL. 5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.**

LEARNING TARGETS

- a) I know how to use a variety of multimedia tools and visual displays.
- b) I know that using these tools helps make points relevant and offers support for my claims.
- c) I can use a variety of multimedia tools in presentations.

6. **7.SL. 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.**

LEARNING TARGETS

- a) I know how to choose a style of speech taking into account my audience and assignment.
- b) I know when to use English in a formal and informal manner.
- c) I can tailor my speech to suit a variety of contexts, tasks, and audiences.

Language Standards

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. **7.LS. 1.a - Explain the function of phrases and clauses in general and their function in specific sentences.**

LEARNING TARGETS

- a) I know how to understand standard English grammar and its use when speaking and writing.
- b) I know how to understand the function of phrases and clauses.
- c) I can correctly use the conventions of English, including phrases and clauses, when speaking and writing.

b. **7.LS. 1.b - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.**

LEARNING TARGETS

- a) I know different types of sentences (i.e. simple, compound, complex, and compound-complex).
- b) I know how to use sentences appropriately to help my reader or listener understand my ideas.
- c) I can choose the proper sentence type to signal differing relationships among my ideas.

c. **7.LS. 1.c - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.**

LEARNING TARGETS

- a) I know how to use phrases and clauses correctly within a sentence.
- b) I know how to recognize and correct when words and subjects do not match (i.e. dangling modifier).
- c) I can place phrases and clauses correctly within a sentence and acknowledge modifiers that are placed incorrectly.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. **7.LS. 2.a - Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not*).**

LEARNING TARGETS

- a) I know the rules of capitalization, punctuation, and spelling when writing.
- b) I know how to recognize coordinate adjectives.
- c) I can correctly capitalize, punctuate, and spell.
- d) I can use commas to separate coordinate adjectives properly.

b. **7.LS. 2.b - Spell correctly.**

LEARNING TARGETS

- a) I know and recognize correct capitalization, punctuation, and spelling when writing.
- b) I can spell correctly using the conventions of standard English.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. **7.LS. 3.a** - **Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.**

LEARNING TARGETS

- a) I know how to choose language that expresses my ideas most clearly.
- b) I know how to recognize wordiness and repetition when writing, speaking, reading, or listening.
- c) I can express ideas in a precise manner eliminating wordiness and repetition.

Vocabulary Acquisition and Use

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.

a. **7.LS. 4.a** - **Use context, 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.**

LEARNING TARGETS

- a) I know how to recognize sentences and paragraphs.
- b) I can identify context clues.
- c) I can understand how sentences, paragraphs, and position of words can be used in context to create meaning.

b. **7.LS. 4.b** - **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; **belligerent, bellicose, rebel.****

LEARNING TARGETS

- a) I know how to understand Greek or Latin affixes and roots of words.
- b) I know affixes and roots can be clues to make meaning.
- c) I can recognize and use grade appropriate Greek or Latin affixes and roots to make meaning in texts.

c. **7.LS. 4.c** - **Consult **general and specialized** reference materials, 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.**

LEARNING TARGETS

- a) I know a variety of reference materials (i.e. dictionary, glossary, thesaurus).
- b) I can use reference materials properly to gain information about a word. (i.e., pronunciation, meaning, and part of speech).
- c) I can consult a variety of reference materials in digital and print form to clarify words and enhance meaning and understanding.

d. **7.LS. 4.d** - **Verify the preliminary determination of the meaning of a word or phrase, by checking the inferred meaning in context or in a dictionary.**

LEARNING TARGETS

- a) I know that word meanings change.
- b) I know how to verify word meanings and phrases.
- c) I can verify words and phrases within context to ensure of inferred meaning is corrected.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. **7.LS. 5.a** - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

LEARNING TARGETS

- a) I know how to demonstrate an understanding of figurative language, relationships between words, and small differences in word meanings.
- b) I know different figures of speech and how they are used in context.
- c) I can use context to help me interpret figures of speech and word meaning.

b. **7.LS. 5.b** - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

LEARNING TARGETS

- a) I know how to identify how words are related (i.e. synonym, antonym and analogy).
- b) I know how to use the relationships between words to make meaning.
- c) I can use what I know about word relationships to better understand word meanings.

c. **7.LS. 5.c** - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

LEARNING TARGETS

- a) I know how to recognize connotations of words.
- b) I can distinguish between associations of words with similar definitions.

6. **7.LS. 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.

LEARNING TARGETS

- a) I know topic-specific words and phrases.
- b) I know vocabulary appropriate to my age and grade.
- c) I know how to choose the most appropriate word or phrase to express myself clearly.
- d) I can use topic-specific words and phrases appropriate to my grade.